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This guide for teachers provides both suggestions for teaching high school students about parenting young children and questions and answers extracted from 10 books that focus on parenting and related topics. Among the topics discussed are self esteem, play, sex fairness, child development, nutrition, equality in marriage, pregnant students, and single parents. A guide to pregnancy and parenthood for women on their own, tips for instructing pregnant students, and a list of 60 publications about pregnancy, infancy and parenting preschoolers are provided. (RH)

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Parenting Preschoolers

By Jeanne Lindsay

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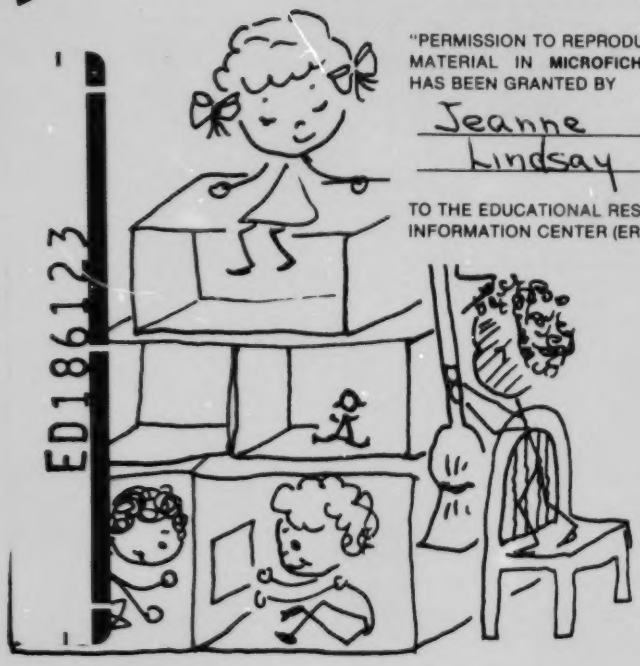

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Curriculum Help and Study Guides
Teacher's Guide

Parenting Preschoolers

Curriculum Help and Study Guides

A Teacher's Guide

By Jeanne Warren Lindsay

Illustrated by Pam Patterson Morford

PS 011405

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First Edition

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To Erin, Eric, Pati, Steve and Mike
who provided in-service training
in living with preschoolers
and to Bob, my love,
who shared that experience.

Also by Jeanne Warren Lindsay:

They'll Read If It Matters:
Study Guides for Books About Pregnancy and Parenting

You'll Read If It Matters:
A Student Manual

Parenting Preschoolers:
Study Guides for Child Care Books
(Student Manual)

FOREWORD

How does one go about teaching parenting? Today more than ever we are seeing school age parents in our high school classes. Experts are asking why there isn't more emphasis on parenting in the schools. New mothers and fathers are seeking ways to become better parents. Schools are wanting to update their parenting curriculum.

At last schools have a new fresh approach to the subject. For years we as teachers have plowed through reams of developmental material and tortured students with the basics of child care, only to ask ourselves, "How does one really teach parenting?"

Ms. Lindsay offers a sound answer to this question in *Parenting Preschoolers*. She has collected the latest material available covering such subjects as nonsexist childrearing, coping with parenting, understanding what it's like to be an infant and toddler, single parenting, and much more.

Yes, the basics are handled, but in a way that young people can relate the material to their own lives as well as the lives of their children. The easy to read and understand study guides that accompany each resource are a practical and concrete way to deal with useful and pertinent material.

The teacher can easily fit the study guides into classroom use as well as having the option of using them for individualized instruction.

Parenting Preschoolers represents the inspiration and the time we wish we had to spend in revising or initiating a parenting curriculum. It is already done for us by an expert.

September, 1978
Newport Beach, CA

Nancy Walsworth
Teacher/Counselor
Newport-Mesa USD

CONTENTS

HOW TO PURCHASE STUDY GUIDE BOOKS, 13

PREFACE, 15

CHAPTER ONE.
TEACH THE ART OF PARENTING, 17
Popular Books About Parenting, 18
Study Guides Help Students, 19
Variety of Uses for Guides, 20
Use of Feminine vs. Masculine Pronoun, 21
General Books About Preschoolers, 21
Curriculum for Semester Course, 23
Other Important Books, 25

CHAPTER TWO.
START WITH FEELINGS, 27
Stories of Tommy and Hillary, 27
How Walking and Speech Develop, 28
Tommy Learns to Trust, 28
Hillary Explores Her World, 29

Study Guide: *Before You Were Three*
By Robie H. Harris and Elizabeth Levy, 30

CHAPTER THREE.
LEARN TO COPE WITH PARENTING, 43
Importance of Self-Esteem, 44

Study Guide: *Survival Handbook for Preschool Mothers* by Helen Wheeler Smith, 46

CHAPTER FOUR.
DIARY OF A PEDIATRICIAN MOTHER, 61
Three Preschoolers and a Diary, 61
Wide Variety of Topics, 62

Study Guide: *Raising Happy Healthy Children* By Karen Olness, M.D., 63

CHAPTER FIVE.
PLAY GAMES WHILE BABY LEARNS, 75
Children Learn Through Play, 75
Variety of Games Described, 76

Study Guide: *Learning Games for Infants and Toddlers* by Dr. J. Ronald Lally and Dr. Ira J. Gordon, 77

CHAPTER SIX.
LET'S FREE THE CHILDREN, 83
Fathers and Baby Care, 84
Non-Sexist Children's Literature, 85
Case Studies of Two Families, 86

Study Guide: *Non-Sexist Childraising* By Carrie Carmichael, 87

CHAPTER SEVEN.
HELP YOUR PRESCHOOLER GROW, 95
Presents Practical Information, 95

Study Guide: *Your Child From One to Six* By Richard H. Granger, M.D., 97 (DHEW Publication)

CHAPTER EIGHT.
LET BABY STAY SLIM, 109

Study Guide: *Growing Up Thin* By Alvin N. Eden, M.D. with Joan Heilman, 111

CHAPTER NINE.
DOWN WITH JUNK FOOD, 123
Use Salt in Moderation, 123
Nutritious and Good Recipes, 124
A Special Glossary, 124

Study Guide: *The Taming of the C.A.N.D.Y. Monster* by Vicki Lansky, 126

CHAPTER TEN.
EQUAL PARENTING IN EQUAL MARRIAGE, 137
Importance of Commitment and Equality, 137
Parenting Within an Equal Marriage, 138

Study Guide: *Equal Marriage*
By Jean Stapleton and Richard Bright, 139

CHAPTER ELEVEN.
IF SHE'S PREGNANT. . . 149
Options for Single and Pregnant Women, 149
Financial Problems of Single Mothers, 150
Comparison of Family Planning Methods, 150
Other Resources for Single Parents, 151
Easy Reading Resource, 152

Study Guide: *A Guide to Pregnancy and Parenthood for Women on Their Own*
By Patricia Ashdown-Sharp, 153

CHAPTER TWELVE.
SPECIAL HELP FOR SPECIAL PEOPLE --
SCHOOL AGE PARENTS, 165
Title IX's Effect on Pregnant Students, 165
Importance of Working with Babies, 166
Teacher Must Respect Parent-Student, 167
Young Mother's Concern for Discipline, 167
Importance of Good Self-Esteem, 170

OTHER RESOURCE MATERIALS --
OUR "TOP SIXTY," 173

HOW TO PURCHASE STUDY GUIDE BOOKS

The following prices are accurate at this time (1978) but may change at any time. If you order directly from the publisher, add $1.00 to cover handling and mailing.

Ashdown-Sharp, Patricia. *A Guide to Pregnancy and Parenthood for Women on Their Own.* 1975, 1977, 188 pp. pap. $3.95. Vintage Books, Random House, Inc., 201 East 50th St., New York, NY 10022.

Carmichael, Carrie. *Non-Sexist Childraising.* 1977, 158 pp. $9.95. Pap. $4.95 (available fall, 1978). Beacon Press, Inc., 25 Beacon St., Boston, MA 02108.

Eden, Alvin N., M.D., with Joan Rattner Heilman. *Growing Up Thin.* 1975. 216 pp. pap. $1.50. David McKay Company, Inc., 750 Third Ave., New York, NY 10017.

Granger, Richard H., M.D. *Your Child from One to Six.* 1977, 92 pp. pap. $1.75. DHEW Publication No. (OHDS) 77-30026. U.S. Department of Health, Education, and Welfare, Office of Human Development, Children's Bureau. Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Harris, Robie H., and Elizabeth Levy. *Before You Were Three.* Photographs by Henry E. F. Gordillo. 1977, 138 pp. $7.95. Delacorte Press, 1 Dag Hammarskjold Plaza, 245 E. 47th St., New York, NY 10017.

Lally, Dr. J. Ronald, and Dr. Ira J. Gordon. *Learning Games for Infants and Toddlers.* Illustrated by Bill Finch. 1977, 80 pp. pap. $2.40. New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, NY 13210.

Lansky, Vicki. *The Taming of the C.A.N.D.Y. Monster.* Illustrated by Lynn Johnston. 1978, 141 pp. pap. spiral bdg., $4.45. Meadowbrook Press, 16648 Meadowbrook Lane, Wayzata, MN 55391.

Olness, Karen, M.D. *Raising Happy Healthy Children.* Illustrated by Pat Seitz. 1977, 163 pp. pap. $3.95. Meadowbrook Press, 16648 Meadowbrook Lane, Wayzata, MN 55391.

Smith, Helen Wheeler. *Survival Handbook for Preschool Mothers.* 1977, 140 pp. pap. $2.95. Follett Publishing Company, 1010 W. Washington Blvd., Chicago, IL 60607.

Stapleton, Jean, and Richard Bright. *Equal Marriage.* 1976, 144 pp. $5.95. Abingdon Press, 201 Eighth Avenue S., Nashville, TN 37202.

PREFACE

Teaching is a very satisfying profession for many of us -- but it is also extremely hard work. Part of that hard work is devoted to preparing materials for student use, good materials which too often are used only by the teacher who prepared them.

Many of us work in our own classrooms, isolated from other teachers and from their ideas and talents. We could provide better curriculum for our students if we shared each others' materials and classroom plans more generously.

Parenting Preschoolers represents my efforts at sharing. The ideas and suggestions expressed have been gained through my work during the past six years teaching a special class for school age parents. My very special students have taught me a lot about parenting and about teaching. Perhaps this learning will assist other teachers in their work of helping high school students learn about the important work of parenting small children, whether now or sometime in their future.

I am grateful to the many young people who have helped me formulate my thinking on parenting. I also thank Nancy Walsworth, Val Hafner, and Delbert Jacobson for their editing help. Bob, Erin, and Eric deserve (and are receiving) special thanks for putting up with the trauma associated with a wife/mother writing a book.

1 TEACH THE ART OF PARENTING

"Should" parenting be taught in our schools? Or is this another frill to be tossed aside in the Back to the Basics movement?

Perhaps it is relevant that we have been teaching driver education in the public schools for a long time. This is important -- most adults drive cars, and our safety on the road depends on the driving abilities of ourselves and others.

Most of us would agree that parenting human beings skillfully as well as lovingly is a far more important task than driving cars. Good parenting doesn't necessarily happen by instinct just as good driving doesn't. If it did, we could all be "good" parents producing well adjusted, happy children. Child abuse -- psychological as well as physical -- would not exist. More and more teachers, administrators, school board members, and such organizations as PTA and the National Foundation/March of Dimes are emphasizing the importance of teaching parenting to teenagers.

Can Parenting Be Taught?

What is parenting? What are we trying to teach our students? Perhaps parenting is as simple as the loving and caring a person shows toward a little child. But can this be taught? Or is it an inborn instinct, an instinct we have for caring for infants and children?

Lots of love along with some instinctual abilities will help young parents cope with their children, but often this is not enough. Learning how to parent must be based on a solid foundation of understanding how and why

a little person "operates" as s/he does. If we understand this, the next step toward caring for, helping, and teaching that young child may follow almost naturally.

Yes, we can teach parenting. We won't know which students will be "good" parents and which ones will be miserable and make their children miserable. But we can help young people learn more about children. We can encourage them to work and play with small children.

In addition to being with children, students also need background information. They need to learn about the developmental stages of infancy and childhood. They should be exposed to theories concerning healthy emotional development of human beings, and they ought to know various methods of stimulating intellectual development in babies and young children. They also should realize the importance of parents relaxing and enjoying their children.

For many years, textbooks have been the basic resource in most child development classes. But high school students are sometimes turned off by "regular" textbooks. They have a textbook for civics, math, and grammar. This is necessary because finding well-organized books on these subjects published to appeal to the general public is difficult.

Popular Books About Parenting

Books about parenting are different. The market is absorbing more and more childrearing books each year. Books are being designed and written to appeal to parents who don't "have" to read the book for a class assignment. But these parents want and demand good solid information about childrearing.

Some of the resulting books about children are well illustrated and a pleasure to read. They offer data on the developmental patterns of childhood and suggestions for parents on how best to care for, cope with, and generally parent their children. Surely our high school students deserve these attractive books, books which may entice even self-proclaimed non-readers to read.

Books written for the general public, however, are usually harder for a teacher to integrate into her/his curriculum because they normally have no teacher's guide, no suggested class projects or study questions. The time involved in preparing such materials may cause a teacher to stick with an already-organized textbook with its handy teacher's guide and student assignments.

Study Guides Help Students

Parenting Preschoolers was written and published to solve this problem for teachers of parenting classes. Ten of the best, most readable, recently published books about parenting were selected, books which appeal to high school students. Study guides for these books were prepared, study guides designed to draw out the important concepts in each of these books.

Study guides are recommended for two reasons. Most important is that most of us actually do learn more when we read a book, then react to it in writing. Study guide questions are designed to help the student pull out important concepts in the book and to react to those ideas. The guides contain not only factual questions, but also open-ended queries to encourage the student to think seriously about the material presented and how those ideas might be used in her/his own life.

The other reason for using study sheets is that many students seem to prefer a specific assignment. "Read the book because you will learn by doing so" somehow isn't as satisfying to those who like specific directions. Many people prefer concrete assignments such as "Read the book and complete the study sheet."

Help Students Improve Writing Skills

The open-ended questions help the student improve her/his writing skills. Encouraging them to write more is the best way to help students who insist they "simply can't write at all." Answers to study guide questions can be the basis for helping them improve their sentence

structure, grammar, and spelling -- and sometimes their creative writing abilities.

Incidentally, asking students to keep a personal journal as they learn about and interact with small children can be a valuable supplementary assignment. A popular teaching method with journals is to encourage the student to write about whatever s/he wants to write about with no restrictions.

The study guides in this book contain answers to the questions in order to make them easier to use by teachers who don't have time to read the complete book before assigning it. Answers are written in complete sentences (because we expect students to do so) and are paraphrased from the book being studied. The student is not expected to find additional information from other resources unless specifically asked to do so. Suggested answers are not included in this guide for questions which ask for the student's opinion.

The separate student manual *(Parenting Preschoolers: Study Guides for Child Care Books)* is non-consumable, so may be used over and over again by students. It is printed in larger type for students' ease in reading, and study guide questions are identical to those in the teacher's guide.

Variety of Uses for Guides

The study guides are designed to be used in several ways. Teachers may choose part of the books as a basic course in parenting with all students expected to read them and complete the study guides. Class discussions will be built around some of the open-ended questions.

Not only would this be feasible in a home economics class on parenting and child development, but it could also be the basis for a parent psychology or human relations course in the social studies department. Study guides could be adapted to an English class with the emphasis placed on the improvement of reading and writing skills. See *They'll Read If It Matters* by Lindsay, described on page 173 for more ideas on using popular

books about parenting and pregnancy in high school English classes.

The study guides are also ideal for independent study. If just a few students are interested in learning about parenting, marriage, or pregnancy, they can study these topics almost on their own through the use of the appropriate book with its study guide.

Use of Feminine vs. Masculine Pronoun

Generally a joint male/female pronoun (s/he, her/him) is used in this book when referring to teachers, students, and parents. Awkward as it is, this is done to reinforce the concept that men and women share nurturing, teaching, parenting, and learning responsibilities.

The complications of referring to the child as s/he or her/him in each study guide question, however, seems overwhelming. Since most of the study guide books still refer to all children as "he," we refer to most children as "she." Affirmative action seems a rational approach.

Not all the books need to be purchased and used at once. (No individual study guide is usable without the book it is designed to accompany.) However, the only real repetition of information occurs in *Your Child From One to Six*, the government publication. As will be explained in Chapter 7, this book is included as a possible economical substitute for two or three of the other more expensive books.

General Books About Preschoolers

The first three study guide books (*Before You Were Three, Survival Handbook for Preschool Mothers,* and *Raising Happy Healthy Children*) present a coherent generalized coverage of preschool children's emotional, intellectual, and physical development.

Such standard topics as trust, discipline, toilet training, and speech development are discussed. While the resources agree in the general information presented,

the differing viewpoints of the various authors add a great deal to one's overall understanding of preschool children.

The next book, *Learning Games for Infants and Toddlers,* helps students gain insight into the importance of playing games and interacting with babies and toddlers in order to help them develop intellectually and emotionally.

Non-Sexist Childraising provides background information, suggestions and ideas which may fuel a number of class discussions on the question: Is it better to encourage boys and girls to follow sex roles or to raise them to be children who are free to be themselves?

Even if the above books are available, *Your Child From One to Six* could be used to reinforce the materials already discussed. It also includes some discussion of illness and accidents, topics not well covered by the other resources.

Next are *Growing Up Thin* and *The Taming of the C.A.N.D.Y. Monster,* two delightful books for a nutrition unit within a parenting course. Older people as well as high school students often are convinced that the fat babies are the infants to be admired. Yet many of these same people are probably miserably dieting in an effort to rid themselves of extra fat -- fat contained in extra fat cells developed in infancy because their caregivers admired fat babies. *Growing Up Thin* attempts to correct this misconception.

The Taming of the C.A.N.D.Y. Monster not only offers sound nutrition information, but includes many nutritious and different recipes especially designed for a child's consumption.

Most of us prefer to think of marriage as being part of parenting -- and for many people it is an important part. However, if the class includes an unmarried parent, giving her/him a book on marriage would not be considerate at this time. Therefore to complete the study guides for *Parenting Preschoolers,* one book on marriage and one on single parenthood are included:

Equal Marriage and *A Guide to Pregnancy and Parenthood for Women on Their Own.* (For more information on school age parents, see Chapter 12.)

Teachers do not need to buy classroom sets of all these books in order to fully utilize this curriculum. Individualizing assignments is always important, especially when discussing something as personal as parenting. Some students consider reading a difficult task. Assigning them more than two or three books might be a real hardship. *Before You Were Three, Survival Handbook for Preschool Mothers, Learning Games for Infants and Toddlers,* and *The Taming of the C.A.N.D.Y. Monster* are all very readable and would provide a lot of helpful parenting information for slower readers.

Some of the books may be suitable for only a few students in a class so buying classroom sets of these books would be extravagant even for a school with a generous budget. *Raising Non-Sexist Children, Equal Marriage, Growing Up Thin,* and *A Guide to Pregnancy and Parenthood for Women on Their Own* offer especially good material for panel discussions and independent study.

Curriculum for Semester Course

The above books provide curriculum material for an excellent 18-week semester course on parenting. Whether the teacher makes general class assignments for all students, follows an individualized study plan for each, or utilizes a combination of the two methods, the following time schedule could be adapted to her/his needs.

While each book stands on its own merit, supplementary assignments are an important part of any parenting curriculum. The following suggestions assume that the teacher will include relevant films and other audio-visual materials in class presentations. Guest speakers are a valuable resource. Young parents as well as "experts" in child rearing often can contribute a great deal to class discussions. Individually assigned projects for students to complete, preferably followed by a report to the class,

contribute effectively to learning. Field trips might include a visit to a well-baby clinic and a preschool.

Most valuable (as mentioned above) would be opportunities for the students to work in an Infant and/or Children's Center. If this is not possible, perhaps students can work with children in their own homes or neighborhoods.

The parenting course could be organized as follows, assuming supplementary activities are also assigned. The major goal for the first quarter is for students to learn about the emotional, intellectual, and physical development of preschool children.

Weeks one-three: *Before You Were Three.*
Weeks four-six: *Survival Guide for Preschool Mothers*
Weeks seven-nine: *Raising Happy Healthy Children.*

The second quarter includes learning more about ways of interacting with small children in order to encourage their emotional and intellectual development. Nutritional needs of preschoolers is an important part of the course curriculum. In addition, materials concerned with non-sexist childrearing, marriage, and single parenthood are presented.

Weeks ten-eleven: *Learning Games for Infants and Toddlers.*
Weeks twelve-fourteen: *Growing Up Thin* and/or *The Taming of the C.A.N.D.Y. Monster.*
Week fifteen: *Non-Sexist Childraising.*
Weeks sixteen-eighteen: *Equal Marriage* and/or *A Guide to Pregnancy and Parenthood for Women on Their Own.*

Non-Sexist Childraising is not easy to read and may be too difficult for most students to complete in one week. Perhaps a few especially capable students would read the book and present the material to the class for discussion. *A Guide to Pregnancy and Parenthood for Women on Their Own* would not usually be assigned to an entire high school class both because of its topic (written for pregnant women) and because of its rather difficult reading level.

Other Important Books

The above books provide an excellent coverage of parenting children during their preschool years. For additional interesting and usable resources for high school and adult parenting classes, see the annotated bibliography on pages 173-185.

Brief discussions of parenting infants are included in some of the above study guide books, but this topic is not covered extensively. Books about this important stage in parenting are included in *They'll Read If It Matters: Study Guides for Books About Pregnancy and Parenting* and *You'll Read If It Matters, A Student Manual*, by Lindsay. See page 173 for an annotated bibliographical listing of these books.

An especially good resource for information about baby care is *Child Care* by Greenberg et al. Designed for doctors to give to new parents, the book is concerned primarily with physical development and physical problems. The well-illustrated pages are colorful and easy to read. The study guide for *Child Care* (included in *They'll Read If It Matters*) is extensive and most students would need several weeks to complete it. Some teachers use the book as a basic text for an entire class on caring for babies.

A less expensive choice for a general booklet on parenting babies is *Infant Care* published by the Children's Bureau. The 1973 edition (latest at this writing) is well written with good illustrations. It is fairly easy to read. A detailed study guide for the booklet is included in *They'll Read If It Matters*.

The annotated bibliography in *They'll Read If It Matters* contains many other excellent resources for use in teaching about the parenting of infants.

2 START WITH FEELINGS

BEFORE YOU WERE THREE
By Robie H. Harris and Elizabeth Levy

Just what is the most important thing to learn about parenting? How to prepare formula? Wash diapers? Bathe the baby? Burp her?

Or does parenting really start with caring, with loving? And doesn't caring and loving start with understanding? Understanding the hunger pains and feelings of loneliness that cause each baby to depend so much on the parent/caregiver is the best possible start for the young person learning about parenting.

Before You Were Three was written to explain to children and to adults what life is like when you are little, from the time you are born until your third birthday. It is a book about feelings, and it doesn't even mention methods of mixing formula. It is not a how-to book, and it wasn't written as a text. Instead, it lets us look deeply into the world of early childhood.

Stories of Tommy and Hillary

The story of those first three years is told through the lives of Tommy and Hillary. Tommy's and Hillary's first few days are described in detail. Their "stories" are interspersed with italicised comments explaining the needs, capabilities and activities of newborn babies.

The book contains many beautiful photographs by Henry E. F. Gordillo. It is easy to read, but is also entirely suitable for students who read easily and well.

How Walking and Speech Develop

Tommy's physical development as it relates to walking is described. From a helpless newborn he develops into a sturdily walking 15 month old child. Hillary's speech development is detailed starting with her crying at birth through "gobbledygook" at 18 months to "talking, talking, talking" at three years.

Throughout this account Hillary's father is home most of the time caring for her while her mother works in an office. The traditional role prevails in Tommy's family with his mother home and his father going away to work. The authors don't comment on either situation -- excepting occasionally to include such descriptive sentences as "One afternoon Mrs. Oakes was curled up in a chair reading work she'd brought home from the office. Hillary was . . ." (p. 42).

This low-key technique may help high school boys realize they don't need to be left out of care-giving parenting. (See Chapter 6 with study guide for *Non-Sexist Childraising* by Carrie Carmichael and Chapter 10, *Equal Marriage* by Jean Stapleton and Richard Bright.)

Tommy Learns to Trust

"Feelings" and "Exploring" are discussed in the same readable manner with lots of photographs. We learn how Tommy's feelings develop quickly into feelings of trust as his parents meet his needs for food, warmth, and loving attention. We learn about this trust in everyone changing to feelings of fear toward unknown people sometime near the end of his first year. We watch him develop feelings of anger at about nine months and we understand some of the reasons for his temper tantrums during his third year.

Tommy's growth from a baby in diapers to a toilet "trained" individual is also outlined. (But we feel strongly as we read that Tommy has not been "trained," but instead has matured enough to use the toilet when necessary.

Also described are the stages he goes through as he slowly becomes independent and mature enough to be able occasionally to share some of his toys. This doesn't happen much until his third birthday.

Hillary Explores Her World

As we read the story of Hillary's exploring from the time she is born until she is three we learn much about a child's growth and development. In a textbook, this chapter might be labeled "Intellectual Development: Birth to Three Years." When she was born, Hillary could turn her eyes toward the bright light in the hospital. Her growth is described from this point to her abilities at three to think out loud, sort such things as her father's socks, and recite numbers, perhaps actually count a little.

Students completing the study guide for *Before You Were Three* are asked a number of factual questions. Realizing why the two-year-old doesn't share her toys may help a young parent or parent-to-be handle her/his own feelings so that s/he can then react to the child's behavior in a loving, non-punitive manner.

Perhaps you will assign additional "feelings" questions to your students. In a classroom discussion or even in a written assignment, a simple addition of "How do you feel about this child's behavior?" can lead to helpful self-analysis and to further understanding of small children.

This is a beautifully produced, expensive book ($7.95). About two weeks of credit might be a fair assignment for most high school students. Academically capable students could read the book in a few hours while a person with limited reading ability would take much longer.

The study guide for *Before You Were Three* begins on the next page.

Before You Were Three

By Robie H. Harris and Elizabeth Levy

STUDY GUIDE

Student Objectives:

1. To increase understanding of emotional, intellectual, and physical development of infants and small children.

2. To better understand feelings and motives behind the actions of babies and children under three.

READ "Introduction" and "About This Book," pp. ix-xiii. Study the pictures on the next two pages.

1. What is the value of baby's yelling and crying immediately after birth?

   The baby's yells fill her lungs with air so she can start breathing.

READ Chapter One, "The First Few Days," pp. 2-12.

2. How soon after birth does a baby usually start focusing her eyes?

   Some babies start focusing on bright objects within an hour after birth; others start within a few hours.

3. What is a reflex? Describe one reflex human babies have at birth.

A reflex is something you can do without having to learn how to do it. For example, human babies know how to eat when they're born.

4. Does the baby feel any pain when the umbilical cord is cut after birth? If not, why not?

She feels no pain because there are no nerve endings in the umbilical cord.

5. Describe colostrum. Is it good for baby?

Colostrum is the watery substance in the mother's breasts during the first two days after delivery. It is good for the baby because it gives her some nourishment and antibodies.

6. What do newborn babies most like to look at? What hint does this give you about caring for a baby?

They like to look at human faces. When you care for baby, it's important to put your face close to her and to talk to her.

READ Chapter Two, "Walking," pp. 14-32.

7. Describe the newborn baby's "walking reflex." How long does it last?

If you touch the top of a newborn baby's foot while you hold her upright, she will pick up her feet as if she were walking. This is the walking reflex which goes away about ten days to two weeks after birth.

8. What is the first movement that a baby learns to control?

The baby first learns to lift her chin up when she is placed on her stomach.

9. What does the book refer to as "airplaning"? Between what ages is a baby apt to start airplaning?

When a baby waves her arms and legs in the air as she rocks on her stomach, she is airplaning. This usually happens between four and six months of age.

10. At what age did Tommy first sit up? What difference did this make in his life?

Tommy started sitting up a little when he was five months old. This freed his hands so that he could hold a toy in one hand and examine it with the other.

11. What is the difference between creeping and crawling? Do all babies creep?

When the baby creeps, she pulls her body along without help from feet or knees. She uses both hands and knees when she starts crawling. Some babies never creep.

12. At what age(s) do babies learn to crawl?

Some babies crawl at five months, others at 11 months, and some never crawl before they learn to walk.

13. What problem did Tommy have when he first learned to stand up?

He didn't know how to sit down again.

14. What is cruising (as it refers to babies)? What is its purpose?

When a baby starts walking while hanging on to something (such as a coffee table) for support, it is called cruising. It helps baby get ready to walk.

15. Tommy took a few steps by himself one day, then didn't walk again for weeks. In the meantime, he

wanted to stay close to his mother. Why did he act this way instead of walking right away?

He apparently was physically ready to walk and he knew how, but he perhaps didn't "feel" ready to walk. Perhaps he realized he would be much more on his own when he started walking, and he wasn't quite ready for that.

16. Think about two babies, both ready physically and mentally to walk, but neither is yet ready to take out on her/his own. One baby's parents understand possible reasons why their baby isn't yet willing to walk. The other baby's parents think baby is being stubborn and "refuses" to walk. What difference might this make in their treatment of their baby?

The parent who understands why baby isn't walking won't try to push her into walking before she is ready. The other parent may nag baby, telling him he's a big boy and certainly "should" be walking.

READ Chapter Three, "Talking," pp. 34-62.

17. From what language did we get the word "infant"? What did it mean?

The word comes from the Latin word infans which means "not speaking."

18. When one month old Hillary turned her head toward her mother when her mother talked, what did it mean?

It was Hillary's first sign that she could reason and realized Mother was speaking.

19. How did Hillary's "talking" change when she was six weeks old?

She had "talked" only through crying until that time. Then she started "muttering."

20. How does Hillary show that she likes having someone talk to her?

She gets so excited she wiggles her whole body and responds with coos and other little sounds.

21. What did Hillary learn about crying at 4½ months of age?

She discovered that crying was a method of getting her parents to give her some attention.

22. What was Hillary learning from the game "So-o-o Big"?

She was learning that words mean something.

23. Why did Hillary burst into tears when she said "Hi dere" to a woman who didn't answer her?

Hillary had learned that people are "supposed" to answer when you talk to them.

24. Why does Hillary, at 15 months, usually use one-word sentences?

She can't use a lot of words yet, but she understands far more. So she uses one word as we would use three.

25. What is another word for "expressive jargon"? What does it mean?

"Expressive jargon" is often called gobbledygook. This refers to nonsense syllables toddlers often put together with the same tones and pauses they will use later in talking.

26. After Hillary's mother told her not to crawl across the table, Hillary again got up on the table and again started crawling across it. What did she do or say that showed she knew she shouldn't do that? Is this typical of toddlers?

She said "No-no" because she knew she should not be there. Toddlers often say "No-no" as they are doing something forbidden.

27. How was Hillary experimenting with words when she first called George "Stupid," then "Baby"?

She was learning to experiment with words and found she could upset someone with them.

28. At what age do most children start saying words and putting them together?

They usually start talking by age two.

29. Of course some children start talking later than others. Name a brilliant scientist who didn't say his first word until he was three.

Albert Einstein didn't talk until he was three.

30. Write a paragraph in which you discuss some of the things Mr. and Mrs. Oakes did to help Hillary learn to talk.

Answers will vary. The author mentions the parents talked to the baby from the time she was born and answered her cries so that she learned that "talking" brings results. They gave her lots of different experiences, taking her on walks and answering her many questions.

READ Chapter Four, "Feelings," pp. 64-104.

31. What is the most important thing a person learns during the first few months of her life? How is this learned?

She learns to trust other people. She learns this if she is fed when she is hungry, comforted when she is lonely.

32. At what age do most babies begin to be afraid of strangers? When this happens, what learning has occurred?

Most babies begin to fear strangers when they are six to nine months old and have discovered that not all people are family. They have learned to trust their parents but not those others.

33. Why did Sarah squeeze Tommy until he cried? "Should" brothers and sisters always get along without fighting? Why or why not?

Sarah was jealous of the time her mother spent taking care of Tommy. No, fighting is not always bad between brothers and sisters. Sometimes this helps children learn to get along with people so that by the time they go to school, they will get along well with other children.

34. When nine month old Tommy got angry, what had he learned?

He had learned that he could have some control over his world and that he could get some attention because of his anger.

35. Why was Tommy so upset when his parents left him with Ben? How did his mother handle the situation?

He was afraid his parents wouldn't come back. His mother promised, "I'll be back." After hearing that a number of times and realizing that she does return, he will probably get over his fear of separation.

36. Describe a security object you had as a child -- or one loved by a child you know.

Answers will vary. Perhaps a security blanket will be described.

37. Have you seen a toddler cling to his mother as Tommy did when they were visiting his cousins and little Nancy was playing on the floor beside them? How did the mother handle the situation? If you can't remember such a situation, comment on the way Mrs. Polusi reacted to Tommy. Can you think of a better approach?

38. How old was Tommy when he went camping and didn't use his bottle all weekend? At what age do babies in the U.S. usually quit drinking from bottle or breast, according to this book?

Tommy was 23 months old when he went camping and didn't use his bottle. Babies in the U.S. usually give up the bottle or breast sometime between 18 months and three years of age.

39. Why was it so hard for Tommy to share his new toys at his second birthday party?

Tommy, like other two-year-olds, was just learning what it means to have things that were his. Until he understands this, it is very hard to realize that other people have wants and interests, too. This makes it hard to share things with others.

40. Why did Tommy say "No" so often when he was two?

He was trying hard to do things on his own and he found that saying "No" made him feel more independent.

41. How did Mrs. Polusi handle Tommy's tantrum?

She tried to pick him up and carry him but he became too active for her. She then put him gently on the ground and waited until he was calm enough to be carried. She did not get angry with him.

42. Write a paragraph discussing why Tommy -- and other toddlers -- sometimes have temper tantrums.

Answers will vary but should mention the immense amount of learning -- walking, talking, expressing feelings -- a two-year-old experiences as well as his increasing desire for independence. Because the toddler can't yet express many of his wants and feelings, he may become extremely frustrated which may cause a temper tantrum.

43. At what age was Tommy able comfortably to accept his mother leaving for a few hours? Why could he accept this now when a few months earlier he had been upset each time she left?

When Tommy was 2½ he could tell his mother "Bye-bye" and understand that she would be back. Earlier in his life he couldn't understand that she really would be back.

44. How old was Tommy when he first used the toilet for his B.M.? Is this a "normal" age for a child to learn to use the toilet?

He was about 2 3/4 years old. Yes, this is a "normal" age. Parents usually start helping their child become toilet trained when he is 18 months to three years old.

45. Why was Tommy more willing to share his toys when he was three than when he was two years old?

By age three, he could sometimes think about how other people feel. He could also express his feelings better through words and this helped him understand a little about what is fair and what isn't fair.

46. Why did Tommy's parents not ask him to sleep in his big bed when they first put it in his room?

They knew that moving from his crib to a bed was a big step for Tommy and he needed time to decide he was ready for the bed.

READ Chapter Five, "Exploring," pp. 106-136.

47. Could Hillary control her hands -- or did she even know they were part of her when she was born? At what age did she realize she could move her hands as she watched them?

No, she couldn't control her hands or other movements at birth. She discovered she could move her hands and watch them when she was about six weeks old.

48. Can most three month old babies grasp something and hang on to it? Can they choose when to let go of the item?

Most three month old babies can grasp a toy, finger, or other item, but they can't yet let go of it at will. She will let go only when her hand gets tired and relaxes its hold.

49. What was Hillary learning when she started pulling on her ear, then her toys?

She was learning that some things -- her ear in this case -- are part of her body and some things are not.

50. Why does a six month old baby often put non-food items in her mouth?

She is learning that not everything is food. She is finding out more about the object by feeling it in her mouth.

51. Why did Hillary, at eight months, not look for her ball when it rolled out of sight?

She didn't yet understand that something she doesn't see still exists. To her, the ball is gone.

52. If you hide something from three children -- one six months old, one a year old, and one 1½ years old -- how will each react?

The six month old baby won't look for the item because to her it is gone. The year old baby will look for it only in the one place she thinks it is, while the 1½ year old child will probably look several places for the item if necessary.

53. Did Hillary mean to be naughty when she played with her peanut butter and jelly sandwich and poured her milk in her dish? Explain your answer. How would YOU react if your child did the same thing?

Hillary really was exploring rather than being naughty. She wanted to learn what peanut butter feels like.

54. Why did Hillary enjoy painting for a few minutes?

She was exploring the whole process of painting -- how two colors run together, how to make a design with the brush. She was also pleased to be making something by herself.

55. If your two-year-old can say, "One, two, three, four, five," does this mean she can bring you five books if you ask her to do so?

Even if she can recite the numbers, she probably doesn't yet understand that the number five can refer to five items.

56. Why do most toddlers ask so many questions? How and why should parents react to their questions?

Toddlers need to ask a lot of questions because there are so many things in their world that they don't yet understand. Parents need to try to answer their questions as patiently as possible.

57. What does the ability to talk have to do with the fact that little children can perform harder tasks than can chimpanzees?

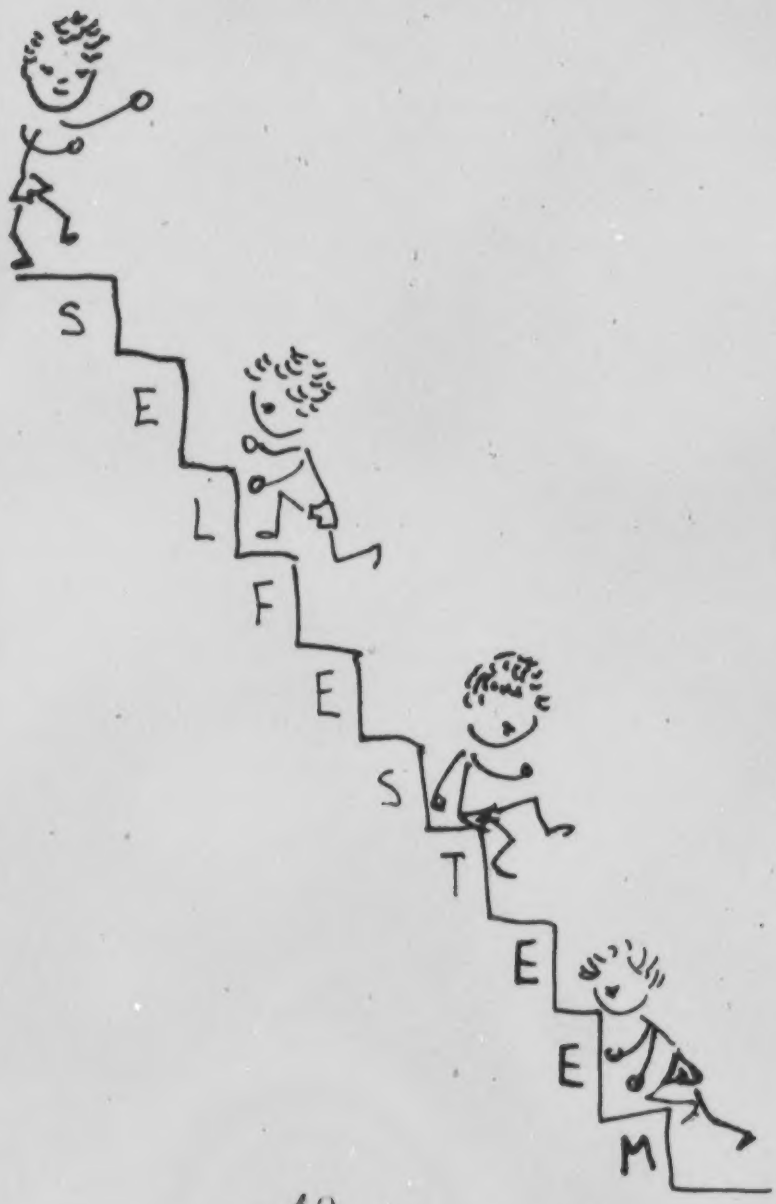
Little children often talk to themselves as they work/play. Scientists think this helps them figure out what they can do. Chimpanzees don't have the help of words.

READ "Epilogue," pp. 137-138.

58. Choose two children under the age of three, preferably children who are about the same age. Following the pattern of this book, write a detailed description of something each child does. Then compare "your" two children with Tommy or Hillary (or both). Are the two children you observed behaving in similar ways or are they quite different from Tommy and Hillary?

Answers will vary.

59. What did you think of this book? Who do you think might want to read it?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3 LEARN TO COPE WITH PARENTING

SURVIVAL HANDBOOK FOR PRESCHOOL MOTHERS
By Helen Wheeler Smith

Students who have read *Before You Were Three* have learned about the child's development from birth to three years. They know and perhaps understand about the almost overwhelming and time consuming needs of the infant and the frantic efforts at autonomy and independence put forth by the two-year-old. The next step is to learn methods of coping with small children, ways that will meet the mother's needs as well as the child's.

Ms. Smith stresses the importance of the child's early years. She cites research that shows children reach 50 percent of their total mental ability by their fourth birthday, and that adults' early interaction with the child can make a big difference in that child's ability to learn later.

She includes a description of Dr. Burton L. White's research which shows the most capable children coming from homes where the mother gives the child plenty of freedom to explore and discover, makes sure the child has enriching toys and experiences, and talks with and acts as a teaching resource for the child.

Comparison of Discipline Methods

A brief discussion of discipline compares the autocratic vs. the permissive vs. the authoritative methods. She recommends the sharing of power between parent and child within the authoritative method.

Just a few pages are devoted to parenting during infancy, but the tremendous importance of strong nurturing of the baby is stressed. Taking care of the baby's physical needs is only a small part of this nurturing. The most important thing is that the parent gladly care for the baby's emotional needs with a great deal of caring and loving.

Importance of Self-Esteem

Self-esteem is the basis underlying the entire discussion of toddler-twos. Ms. Smith encourages reinforcement of positive actions of the child and lots of understanding and empathy for the inevitable tantrums of the two-year-old.

Three- to five-year-olds are then discussed with an emphasis on the need of the three-year-old to work on her own initiative. She needs freedom to be herself. She also wants loving parents ready to help when she needs them.

"Your Self-Esteem and Your Survival" is followed by "Your Child's Self-Esteem and His Survival." The author discusses the great importance of self-esteem for both mother and toddler. She points out that parents must take care of their own needs or they won't be able to take adequate care of their child's needs.

Motor, perceptual, language, conceptual, and cognitive development are defined together with strategies for optimal development in each area. "Do-It-Yourself" playthings are described.

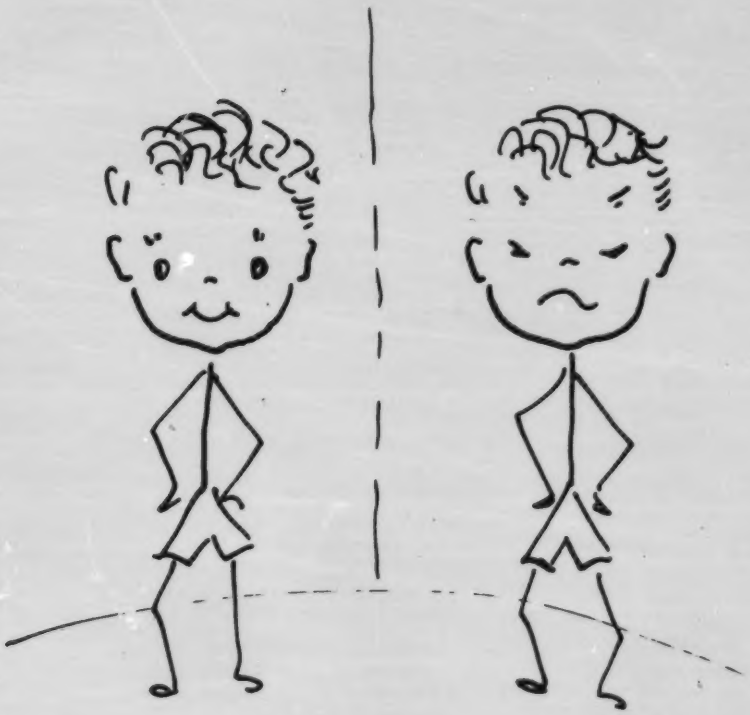
Parenting Strategies Are Discussed

An amazing number of parenting strategies are included in the 130 pages of *Survival Handbook for Preschool Mothers*. Included are most of the important parenting concepts usually found in a child development text. Not discussed in detail are the topics of illness, accidents, and the physical development and care of children. But the important topic of getting along with,

encouraging, and teaching young children is beautifully presented.

The book, together with relevant films, filmstrips, and projects could be the basis for several weeks' class discussions. If a student is simply reading it and completing the study sheet, s/he might earn one to three weeks of credit.

The study guide for *Survival Handbook for Preschool Mothers* begins on the next page.



Survival Handbook for Preschool Mothers

By Helen Wheeler Smith

STUDY GUIDE

Student Objectives:

1. To become aware of the general nurturing involved in parenting preschool children.

2. To learn various techniques for coping with preschool children as they develop into independent people.

3. To realize the importance of high self-esteem for a mother as well as for her children.

READ "Preface," pp. 9-10, and "Surviving As a Woman," p. 11.

1. On page 11 the author asks, "How do you resolve the conflict you feel to be the woman you strive to be and the mother you need to be?" Please write a paragraph reacting, either in terms of your own experiences (as a mother or father) or as you think your life will be when and if you are a parent.

READ "Methods Make the Difference," pp. 12-17.

2. Describe the Columbia University project in which graduate students and two-year-olds "worked" together. What were the results?

Fifty students played and worked with 50 deprived children one hour each day. Within eight months, the children gained from two to ten points in IQ scores. A control group of children who did not receive the individual attention didn't show a gain in IQ score.

3. Why is the first year of a child's life such a critical time so far as learning is concerned? Discuss Dr. Ira Gordon's research in your answer.

For four years Gordon studied the effects of using parent educators to show mothers how to talk to and stimulate their infants starting at the age of three months. The children were later rated for their physical and intellectual development, initiative, and responsiveness. They all rated higher than did the children in the control group who had not received the special help. But if a mother did not start the intensive reactions until after her child's first birthday, the child didn't rate as high as did those who started at three months. This shows the tremendous importance of a child's first year.

4. Dr. Burton L. White rated children in three ways. Children who coped very well both in social and academic situations were rated Group A. What percentage of children did he rate as "A"? Contrast the actions of these children's mothers with the mothers of "Group C" children who could not cope as well.

Group A mothers child-proofed the home so the child was allowed to explore and discover while Group C mothers often pushed the "don't touch" idea. Group A mothers took time to talk with the child, to set up learning situations, and were excited about the child's accomplishments. Group C mothers "protected" the child but did not take time to talk with him/her or to set up play settings. They didn't seem to enjoy having the child there.

READ "Discipline and Survival," pp. 18-23.

5. Define discipline. What is its purpose?

Discipline is not necessarily punishment. Rather, it should help our children accept our guidance and our values until they are able to make their own decisions.

6. Define and contrast the autocratic, permissive, and authoritative methods of discipline. Describe the different kinds of persons children are apt to become when raised by any one of these methods.

The autocratic parent insists the child follow her wishes. She plays the role of dictator to the child. The child will probably become resentful, have low self-esteem, and be more apt to be a troublemaker.
A child raised by a too-permissive method is also apt to become unhappy with herself.
The authoritative method is most democratic because parent and child share the power. The child helps make decisions concerning her own behavior as much as possible. According to the author, this is the best way to help a child develop self-respect, self-confidence, and other positive qualities.

7. Discuss the sentence on p. 23, "There is no discipline but self-discipline."

Answers will vary.

READ "Surviving the First Year," pp. 24-29.

8. What is the greatest need of a child during her first year? Describe how parents can satisfy this need.

The child's greatest need during the first year is to learn basic trust. A child learns to trust through learning that her needs will be met lovingly and promptly. (Specific answers will vary for second part.)

READ "Surviving with a Toddler-Two," pp. 30-37.

9. What is the most important stage of development, according to the author? What must the child learn during this stage?

The most important stage of development in life is that between eight and twenty-four months. The child must move from being completely dependent to gaining a sense of self-control.

10. What does it mean to "child-proof" your home? Describe a situation which shows how this can be an important part of helping your child learn.

"Child-proofing" means putting away breakable and dangerous items so a child may have as much freedom to explore as possible. (Situations described will vary.)

11. Give some examples of positive comments and describe why this is a helpful technique in handling small children.

Positive comments such as "Bring your bear with you to bed" instead of "Don't play any longer" are more apt to work because people (especially toddlers) often are determined to do something when told not to. (Book gives other examples. Pupils' answers will vary.)

12. Explain how distraction can be a helpful technique to use with a toddler. Give an example.

Because a toddler has such a short attention span, s/he can often be easily diverted from one activity to another. (Examples will vary.)

13. The author highly recommends giving a toddler choices whenever possible. Give three examples of this technique. Don't use the examples given in the book, please.

14. How can a "good sense of timing" help improve life with a two-year-old? Give examples.

If the child is hungry when you offer her food, she will probably eat. If she's tired, naptime will go more smoothly.

15. What is apt to happen to a child by age three if she has not been allowed to develop a feeling of autonomy? What does "a feeling of autonomy" mean?

A feeling of autonomy means the child has developed a sense of her own independence and worthwhileness. If she has not developed this sense by age three, she is apt to feel she must prove she <u>is</u> somebody through unacceptable behavior such as hitting and grabbing.

<u>READ "Survival Hints for Toddler-Twos," pp. 38-52.</u>

16. How can you use reinforcement to teach your child acceptable ways of acting? Give examples.

Notice the behavior you like, but ignore poor behavior when practical. When she eats her lunch happily, comment, but when she throws her peas on the floor, simply take them away from her quietly. (Examples will vary.)

17. Why do so many two-year-olds have temper tantrums? What can you do about it?

A two-year-old is constantly trying to do things she can't yet do. She gets terribly frustrated when she can't get the round peg in the square hole, for example. Try to help her avoid too-frustrating situations, and help her when necessary. She is also more apt to have a tantrum when she's overtired.

18. How many years apart does the author think a couple should space their children? Why?

She recommends having children four years apart because a toddler needs as much undivided care as does a new baby. No one mother can cope patiently with both.

19. What does the author think about the "You can't have dessert until you eat your dinner" theory?

Dessert should be part of a well-balanced meal -- fruit or milk pudding, perhaps. It is a mistake to turn it into a prize because this can make a person develop too strong a desire for sweet foods.

20. Describe a good way to deal with the three year old child who doesn't seem to need an afternoon nap.

Explain to the child that she doesn't have to sleep, just rest quietly. Read her a story, then let her choose books to look at by herself. Tell her she must stay in bed until the clock hands have gone around once (one hour). She will usually go to sleep. If she doesn't, it will still encourage her to play quietly and to enjoy books. It will also give her mother some rest!

21. "Potty training" seems to mean the mother "trains" the child. Does the author think the mother should take the whole responsibility? Explain your answer.

Give the child much of the responsibility. This helps keep her from using the whole process as a weapon against her mother.

22. If your child pours her juice on the floor--in spite of your calm statement about <u>drinking</u> juice, <u>not</u> dumping it--what might help prevent a repeat of the dumping?

Let her pour water back and forth in the sink or in the back yard.

READ "Don'ts and Dos for Toddler-Twos," pp. 53-55.

23. If your toddler starts running in the supermarket, what should you do (and what should you not do)? Why?

Don't call her back because she isn't able intellectually to follow verbal directions at a distance. Instead, follow her, take her by the hand, and bring her back.

24. Can you expect toddlers to share their toys? Why or why not?

Toddlers are so busy learning they can have some control over themselves that it is almost impossible for them to share happily.

25. Can you expect a toddler to wait patiently for her food at the family dinner table or in a restaurant? If not, what can you do about it?

Don't expect her to wait patiently. Give her something to munch on or a toy to play with while she waits. Sometimes you may want to feed her before the family eats.

READ "Surviving with the Three- to Five-Year-Olds," pp. 56-62.

26. In what ways is a three-year-old different from a two year old child?

The three-year-old is more self-sufficient and much easier to live with. She is beginning to make decisions, to have ideas about projects she starts on her own.

27. Why does the author think a child's "good creative initiative" is often destroyed at the dinner table? How can this be prevented?

Parents too often tell the child what to eat and when to eat it. If you provide appropriate food, she will eat what she needs.

28. How can you help your child gain autonomy?

Answers will vary. The author suggests many ways of helping the child learn to make her own decisions and to become a responsible member of the family. Relying on punishment to accomplish this won't work.

READ "Survival Hints for Three-to-Fives," pp. 63-67.

29. Why does the author think blocks are something a child MUST have?

Blocks are a great aid to imagination. They can be anything from a road to a city.

30. Describe three other play items the author especially recommends.

A sandbox is especially good because again the child can use imagination and can play alone there. A climbing dome and a play table and chair are also especially good for a child.

READ "Your Self-Esteem and Your Survival," pp. 68-74.

31. Why is it important for a mother to have high self-esteem? How will this help her be a better mother?

A mother who doesn't like herself may not be able to like her children either. She can do a much better parenting job if she thinks highly of herself.

32. Pretend that you are a parent home with one -- or several -- preschool children. You do not work away from home. Describe several things you might do for YOU -- not because of your child's needs, but because of yours.

33. What "type" of person is a "potential" (possible) child abuser?

"Every parent is a potential child abuser," according to the author (p. 70).

34. Describe some ways a parent can deal with anger without taking it out on her/his child.

The author makes several suggestions including expressing your feelings to the child instead of yelling and scolding, clearly telling your child what your limits are, and trying to discover why you are angry.

35. If a mother must -- or chooses -- to work while her child is small, how does the author suggest she organize her evenings at home after work?

Setting up a puzzle or crayons and paper near you for the child while you prepare dinner will make conversation possible. After dinner allot a specified amount of time gladly to the child -- perhaps 30 minutes, whatever you can afford. THEN get back to your own work.

READ "Your Child's Self-Esteem and His Survival," pp. 75-81.

36. Describe a child who has high self-esteem.

She feels she is loved and that she is a good person. Her behavior will be much better than if she had low self-esteem.

37. Why does the author blame misbehavior on low self-esteem?

She feels a child with a problem has a need that is not being met. If she doesn't feel good about herself, she may feel so discouraged she won't try to behave satisfactorily.

38. Give an example of an "I message" to deal with a child's poor behavior. (Do NOT use the example in the book.)

Answers will vary. For instance: "When you leave your toys on the living room floor in the evening, I get upset because we need the space for the rest of our family."

39. What is the "magic formula" for helping your child maintain high self-esteem? Discuss.

The author writes that undivided attention for the child is the greatest aid towards good self esteem.

40. What should you as a parent "do" about arguments and fighting which occur among your children?

Siblings can solve most of their differences themselves. Parents need to interfere when someone's safety is at risk.

41. Why might twins be more apt than a single child to have a language problem?

Twins can always "talk" to each other so they may not be as interested in learning to communicate with other people.

READ "Congratulations, Dad!" pp. 82-84.

42. Why is a father "ahead" if he spends a lot of time with his child?

The more a father works with his child and the more time he spends with her, the more satisfaction he'll get out of fathering.

READ "Surviving the Academic Push," pp. 85-87.

43. Explain the "responsive environment" theory of early childhood education.

In a responsive environment, the caregiver sets up materials for a play situation without set tasks and without specific goals. The child is able to work with the play items so that she learns new skills without being threatened by failure.

READ "Reading Readiness for Survival," pp. 88-90.

44. In what way does having her own play table placed near her mother help a child?

The mother can help the child when necessary without leaving her own work. The child will be willing to continue "working" longer than if she were in her room by herself.

45. Some television shows help a child learn to recognize letters and sounds. Why, then, is watching a lot of TV apt to interfere with a child's learning?

Children learn by doing. If they only watch, as they do with TV, they won't learn much.

READ "I Took His Hand and Followed," pp. 91-92.

46. React to this poem. What does it say to you?

It is a mother's account of spending a day with her child instead of cleaning her house.

READ "Infant and Toddler Stimulation," pp. 93-95.

47. How does the author suggest a mother use a play pen? Please explain her reasons.

Play pens can handicap a child's growth because she needs to be able to explore. The author adds, however, that an hour in a playpen is OK -- it will allow mother to get her work done and help the child learn to entertain herself for a short time.

48. How early in her life should you start talking to your child? Why?

Talking with your child from the day she is born will help her develop physically, emotionally, and intellectually.

READ "Talking About Pictures," pp. 96-100.

49. How can you help your child learn by looking at pictures with her?

Describe items in the picture. Help child count items and describe them by color. Encourage your child to talk about the pictures.

50. If your child cuts pictures from magazines and pastes them in a scrapbook, what kind of muscles is she developing? How will this help her when she goes to school?

Cutting and pasting develop small muscles which are needed for writing.

51. Give some examples of space relationships. Then describe a method of helping your child learn these relationships.

Throwing beanbags of different colors and shapes can help a child learn the concepts of in front of-in back of, inside-outside, on top of-below, etc.

52. What can a child learn if she cooks with you?

She may learn new words, how to follow directions, how to measure, how to keep time.

READ "Motor Development," pp. 101-104.

53. How can you help your child learn her right from her left side?

Talk about right shoe vs. left shoe, right vs. left hand. Ask her to find something in the left-hand drawer.

54. Good eye-hand coordination is needed before reading and writing can be learned. Describe how you can help your child learn eye-hand coordination.

Give her things to reach for and hold. Give her a variety of toys such as pegboards and puzzles. Give her spools to string together. (The book lists a number of other good ideas.

READ "Perceptual Development," pp. 105-108.

55. What does "figure-ground" mean? What does this have to do with reading?

"Figure-ground" refers to a figure in relation to its background. Before learning to read, the child needs to be able to see differences and likenesses in figure-ground.

56. Work with a child aged 2-5. Try out some of the ideas given on these pages. Report on the results.

(Book suggests simple methods for helping a child learn spatial perceptions, whole-part concepts, classification and grouping, and visual memory.)

READ "Language Development," pp. 109-112.

57. What does a child's language skill have to do with her behavior?

Being able to communicate through speech helps a child control her behavior. If she can ask for what she wants, she may not need to hit, bite, push to get what she wants.

READ "Conceptual Development," pp. 113-115.

58. How can you help your child with her conceptual development?

This comes through experiences that can be remembered and reproduced. Help your child by taking her to the zoo, letting her ride buses, trains, and planes, identifying community helpers, etc.

59. How can you help your child learn to make decisions?

Decision-making is learned through practice. Give lots of chances to make decisions -- let her choose between two sets of clothes, select creative activity materials, etc.

READ "Cognitive Development," pp. 116-120.

60. What is cognitive learning?

Cognitive learning includes everything we see, hear, touch, smell and taste and everything we know about our surroundings.

READ "Do-It-Yourself Playthings," pp. 121-127.

61. Prepare at least one, preferably more, playthings for a child--your own or someone else's. (Incidentally, the author refers to a box of junk and a screwdriver as "a boy's dream," but most girls would enjoy this, too!)

62. Evaluate the book. Did you find it interesting -- dull? Did it help you understand preschoolers a little better? Preschoolers' parents? If so, in what way?

53

4 DIARY OF A PEDIATRICIAN MOTHER

RAISING HAPPY HEALTHY CHILDREN
By Karen Olness, M.D.

If you are a teacher who prefers strict organization in your parenting class beginning with care of the newborn and progressing through the toddler stage on to the preschool years, you may not find this book helpful. If, however, you want your students to realize the intricacies of capably rearing several preschool children at once while retaining one's sanity, *Raising Happy Healthy Children* can help.

"Before I was a mother I was a pediatrician," writes Dr. Olness. "I knew a lot about sick children and a little about well children" (p. 11). She explains that her experiences with her own children taught her that the popular theories of child rearing don't necessarily work with a particular child. She feels she has become a better pediatrician through caring for her own children.

Three Preschoolers and a Diary

About the time Dr. Olness' first child was 2½, the next, one year old, and her adopted daughter six months old, she started keeping a diary of the activities and development of the three children. She continued the diary for five years.

Raising Happy Healthy Children is based on that diary. She has taken excerpts from her daily writing to illustrate various concepts of child rearing. She didn't

edit the excerpts although she comments that at times she would have liked to. She selected for her book diary excerpts concerning subjects that came up most frequently in the diary and questions most often asked by her patients during well-baby and preschool checkups.

"A diary format offers a useful way to look at child development," she comments. "It gets away from theoretical models and allows us to encounter questions as they come up in the helter-skelter of a household with small children" (p. 15).

Wide Variety of Topics

The chapters are simply titled "Life with Children Aged Infant to Three," "Life with Children Aged One to Four," and so on to "Life with Children Aged Four to Seven." One section contains sound information and suggestions on pacifiers and thumb-sucking, jealousy. eating habits, toilet training, and other topics. Each of the other sections also covers a wide variety of topics, each with a mother/pediatrician approach to problem-solving.

Raising Happy Healthy Children offers an excellent reinforcement to the parenting concepts presented in *Before You Were Three* and *Survival Handbook for Preschool Mothers*. It would be a good supplementary assignment for the student who likes to read.

Most mothers would surely enjoy the book if only to find diary excerpts that resemble happenings in their own families.

The book is probably worth two or three weeks of credit as an individual assignment.

Raising Happy Healthy Children

By Karen Olness, M.D.

STUDY GUIDE

Student Objectives:

1. To learn about the life of a mother who is also a pediatrician.

2. To learn about workable methods for the day to day rearing of small children.

READ "Introduction," pp. 11-15, and Chapter 1, "Life with Children Aged Infant to Three," pp. 17-40.

1. What does Dr. Olness suggest that parents should do while their children are napping? Why?

After describing a hectic day with three small children, she suggests that life will go better for parents if they don't try to do too much -- that they "restore their own souls" while their children are napping.

2. Why does Dr. Olness suggest that sucking on a pacifier may be better for a child than is sucking her thumb?

She writes that it is easier to get rid of a pacifier later on than to have a child stop sucking her thumb.

3. How can you help a toddler cope with jealous feelings -- perhaps of a new baby?

First, don't leave her alone with baby. Stress what a big girl she is, and plan activities for her for which baby is too young.

4. Why are toddlers so apt to become negative, to say "No" quite often? What are they really trying to say?

They are trying to be themselves, to say, "I'm a person, I'm unique."

5. Describe at least two things a parent can do or say to help cope with a child's negativism.

Don't ask a child if she "wants" to do something unless it really doesn't matter whether she does it or not. Sometimes it helps to give her a choice, so long as she really does have a choice -- "Do you want to take your bear or your rabbit to bed with you?" and not "Do you want to go to bed now?"

6. At what age is being allowed to do a lot of exploring especially crucial to the development of creativity and intelligence in a child?

The most crucial period is probably between the ages of one and two years.

7. How much should you limit a toddler's explorations?

Toddlers should be allowed to explore as much as is safely possible.

8. The author writes that children like attention even if it's angry attention. What can a parent learn from this information?

Giving the child extra attention for being "good" is probably much more help toward getting her to be "good" at other times than would yelling at her when she is "bad."

9. What is "separation anxiety"? When is this apt to start happening and when is it at its strongest?

Separation anxiety is the fear a baby feels when her mother or other caregiver leaves her. It usually starts at about eight months of age and is at its worst at 20 months.

10. How can parents help reduce their child's feelings of separation anxiety?

Leave baby with babysitters once in a while during her early months. If both parents are going to work and leave baby with a sitter, it would be best to do so either before she is six months old or after two years.

11. What usually happens to a child's appetite during her second year of life?

Her appetite becomes smaller during her second year.

12. When does the author think a parent should offer a child sweet foods?

Offer sweet cereals, desserts, etc., as little as possible!

13. At what age are most children able to have good daytime bladder control?

Most children are not reliable about daytime bladder control until they are three or four years old.

14. At what age can you expect most babies to sleep through the night?

They usually sleep eight to ten hours at a stretch by two months of age.

READ Chapter 2, "Life with Children Aged One to Four," pp. 43-77.

15. Is there any harm in giving a bottle often and for many months to a small child to calm and soothe her even if she isn't hungry? Why or why not?

Yes, soothing baby with a bottle too often when she isn't hungry may make it much harder to wean her later.

16. What should a parent do when her/his child asks questions about sex?

S/he should answer the questions truthfully.

17. Describe some things parents might do to help children identify with both parents.

Babies and children should be able to watch both parents at work and play. Fathers should spend more waking hours at home during their children's pre-school years -- and if mother is working full time, she needs to do the same. Above all, parents need to realize the role-modeling they are doing for their children.

18. Why does Dr. Olness suggest more men should work in day care centers and primary school classrooms?

Most children spend most of their waking hours with women -- their mother and the usually female caregivers in day-care centers. Male care-givers can help the child with her/his sex role identification.

19. Why might a small child bite another? What can you "do" about this?

A one- or two-year-old probably bites a person simply to learn the feel/taste of human skin just as she bites spoons and teething rings. It is best simply to remove the biter from the other children as you explain that she can't do this because it hurts the other child.

20. Why do small children so often stall at bedtime -- cry, ask for water, etc.?

They realize their parents are rushing bedtime so they feel unwanted and insecure. They try to get attention by screaming and asking for things.

21. Describe a "typical" four-year-old.

A four-year-old is often whiney, irritable, and weepy. Perhaps they are unhappy because they are trying to be more independent but at the same time feel insecure.

22. Discuss Dr. Olness' ideas about spanking.

She thinks it would be great not to spank, but that occasional spanking will not harm the child emotionally.

23. What should you "do" if your child soils her pants some time after she has been thoroughly toilet-trained?

Don't get upset. If she continues to have wet or messy pants for some time, you will want to look for a reason.

24. What fears do you remember having when you were a child? If your child has similar fears, how do you think you should react? What should you do?

Answers will vary. The book explains the need to understand as much as possible about a child's fears, and to help the child overcome fears if possible.

25. At about what age can you expect children to be ready to give and share regularly, according to Dr. Olness?

Children usually don't do a lot of sharing until age five or six.

26. What do children gain from learning to dress themselves (usually by age $2\frac{1}{2}$ or 3)? What can a parent do to make clothes-choosing go smoothly?

Children gain a great feeling of independence from dressing themselves. The parent can help by putting out only suitable clothes. Put away the fancy, non-play clothes and the out-of-season clothes.

27. Write a paragraph discussing children and creativity. Use your own words but include some of Dr. Olness' ideas -- such as her definition of creativity.

Answers will vary. Dr. Olness discusses imaginary games, drawing, telling stories, etc. One definition she gives is that "Creative individuals are those who can occupy themselves without aid of other humans or materials, who can make a hovel appear beautiful, who can entertain others and who are not bored" (p. 77).

READ "Life with Children Aged Two to Five," pp. 79-99.

28. What does Dr. Olness suggest you do if your child doesn't like bathtime?

She recommends fewer baths -- and giving gentle, relaxed baths.

29. What is "pica" as the word is used in this book?

Pica is a term referring to the eating or chewing of non-food items.

30. What does Dr. Olness suggest parents "do" about pica?

Children need lots of watching because many things a child might eat can cause harm to the child.

31. Did you play with neighbor children when you were little? After you read "Neighbor Children," write a paragraph describing your experiences.

32. Did your family ever move while you were little? After reading Dr. Olness' suggestions, write a paragraph in which you discuss ways to make a move to a new home as non-threatening as possible for a child.

Answers will vary. Dr. Olness mentions such things as telling children stories about

moving, taking a few special toys with the child on the moving trip, staying home with children during the first few weeks in the new home, and taking time for special activities with the children during this time.

33. Pretend that Anne was your little girl the night she went to bed at 9 p.m. but didn't go to sleep until after 11:30. How would you have handled this situation? Explain your reasons.

34. What may be wrong with children seeing a lot of violence on TV? Do you think this is a problem?

Violence on TV gives the child a role model -- she sees others become angry and violent so she may be more apt to do the same.

35. How can parents best help their children deal with stress situations?

If parents remain calm during stress situations, children are more likely to stay calm, too, and to handle the situation better.

36. Why is it wise to leave your baby with a reliable and loving sitter several times before the age of six months?

Most children 6-24 months old find it hard to adjust to a new caregiver. If they have been with the sitter occasionally since early infancy, they can cope more easily.

READ Chapter 4, "Life with Children Aged Three to Six," pp. 101-124.

37. How does your family celebrate birthdays? Write a paragraph describing either a birthday you remember or how you plan to help your child celebrate her birthday.

38. How does Dr. Olness feel about teaching children to read before they go to school?

Learning to read should not take the place of other kinds of activities and learning needed by the preschooler. If a child teaches herself to read, it's OK.

39. What should a parent do when she finds her child has taken something from a store without paying for it?

She should go with the child to return the article or, if that isn't possible, to pay for it.

40. What can children gain from attending nursery school?

They learn to socialize with other children and to do such things as dancing, singing, and painting.

41. What is most important in the choice of a nursery school according to Dr. Olness?

Most important are the personality and warmth of the teacher.

42. How is a five-year-old apt to react when she loses a game such as checkers? What might you do about this?

She may be quite upset if she loses. It may help for the parent to explain that everyone loses part of the time and that she may win next time. It is probably wise to put the game away until the child gets over her anger at losing.

43. Dr. Olness uses the term "house-person." Why doesn't she say "housewife" as many people do?

She is referring to the person who takes care of the house and the children. She knows that person may be a man or woman.

44. Does Dr. Olness recommend giving a child an allowance? If not, what does she suggest?

She thinks a system of paying wages for doing family chores is a better plan.

45. **What is a pedodontist?**

A pedodontist is a dentist who specializes in children's teeth.

46. **How can parents help prepare their children for non-frightening dental experiences?**

They can explain that strange and different feelings caused by the dentist working in one's mouth are not necessarily painful. They can also teach the child to brush her teeth properly, eat very few sweet foods, and not to take a bottle of milk to bed at night. This will help prevent cavities so that visits to the dentist will be less of a problem.

47. **How can using imaginations -- both the child's and caregiver's--help the child get over feelings of sadness?**

Children usually have wonderful imaginations and often can change their feelings to go along with what they are imagining. For example, sometimes a parent can help by imagining and then describing with the child a pleasant walk (as Dr. Olness did).

48. **What is another name for nocturnal enuresis?**

Nocturnal enuresis means bed-wetting.

49. **How many children still wet their beds at age five?**

Twenty-five percent are still wetting their beds at age five.

50. **Does she consider bed-wetting a behavior problem?**

No, bed-wetting is not something the child does to be naughty. It usually happens because the child's bladder has not matured enough for her to remain dry all night. Parents can help more by understanding this fact instead of scolding the child.

READ Chapter 5, "Life with Children Aged Four to Seven," pp. 127-152.

51. How many hours of TV does the average preschool child in the United States watch each day?

Pre-school children watch an average of 54 hours of television each week.

52. Discuss some problems which might be caused by watching so much TV. What can parents do about this?

If children sit in front of a television 54 hours each week, they aren't spending enough time in active play to develop their large muscles. They may become somewhat immune to violence. A parent can watch TV with his children and help choose the shows they watch. A time limit can be put on daily TV watching.

53. Think of a situation when a child might say, "It's not fair." Describe the situation, then explain what you, as a parent, could do to help the child handle the situation.

54. Did behavior modification "work" for the Olness family? If not, describe the system that did seem to help them.

Behavior modification did not work well. They found it was more helpful to have a family conference in which each family member imagined the desired change in behavior and the good consequences the change could bring.

55. After you read the section titled "Work Responsibilities," think of your own childhood. In what ways did you help at home? Write a paragraph describing your own responsibilities as a child. Then write another paragraph discussing your plans for helping your own child develop good work habits.

56. Do all children develop at the same rate? Explain your answer with examples from the Olness family.

No, children don't develop at the same rate. Anne and Peter O. developed skills gradually while Joy would seem not to be developing a skill (such as talking) at all, then would suddenly and swiftly master that skill.

57. What did Dr. Olness' pediatrician tutor say regarding parents playing with their children?

The tutor said that if parents enjoy their children and have fun with them, they are probably doing a good job of rearing them.

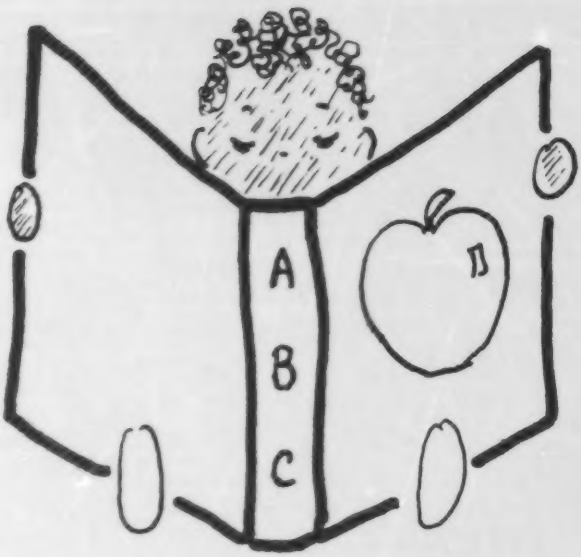
58. What did Dr. Olness finally decide to do about the child who said to her, "I hate you"?

She decided ignoring the whole thing was the best method.

READ "Positive Expectations" and "Conclusions," pp. 155-163.

59. After you read these pages, try a "Positive expectations" exercise. Close your eyes and think of someone, your own child if you have one, a little brother or sister, or a friend. Think of an apparent problem in that child's life. Now think of that child in a positive way -- think of her/him as a happy, caring child. Then write a paragraph describing your "positive expectations" experience.

60. Evaluate the book. Did you find it interesting to read? or boring? What did you think of the Olness family? Did you get any new ideas you might use in caring for children, whether your own or someone else's?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5 PLAY GAMES WHILE BABY LEARNS

LEARNING GAMES FOR INFANTS AND TODDLERS
By Dr. J. Ronald Lally and Dr. Ira J. Gordon

Some adults play easily with children and seem instinctively to know how best to help them learn. As in any kind of teaching, a parent's effectiveness in helping children learn depends somewhat on basic ability, personality, and caring concern for the person being taught.

Most teachers, however, are more effective if they are trained in teaching methods and if they know the basic curriculum they are teaching. The same philosophy applies to teaching one's own children. Background in teaching little children gives one a foundation for helping more effectively.

Children Learn Through Play

Students need to realize that children learn through play. Play is their "work," a necessary part of their development. Babies, too, need to play, and they must have help from the caring adults around them. A baby lying awake in a crib by herself for long periods of time will not develop intellectually (or emotionally or physically) as well as the baby who interacts a lot with other people.

Learning Games for Infants and Toddlers describes and illustrates games to play with children under the age of two. The authors explain how games help children learn to use their bodies, to talk, to begin to think, to feel good about themselves and about the person who cares for them.

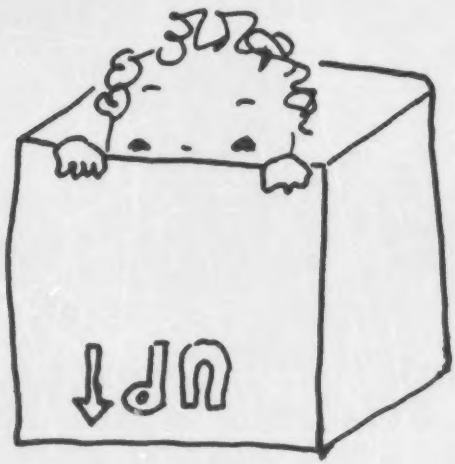
Variety of Games Described

Games are presented for different ages from two months to two years. The authors stress the fact that children develop differently, and that a game one baby is ready to play at six months may not interest another child until she is ten months old.

Games are categorized by learning area: communication games, using-the-senses games, things-don't-disappear games, grouping games, and others. The importance of baby enjoying the games is discussed. If she doesn't want to play a particular game, the caregiving adult should not insist she play.

The book is written at a simple reading level, about fifth grade. It is designed to be used by parents.

The study guide asks the student to choose games from each age series and play them with a child of that age. The ideal laboratory for students who don't have a baby of their own is an Infant Center. If one is not available, remind your students that most neighborhoods include toddlers who are more than willing to play games with high school students.



Learning Games for Infants and Toddlers

By Dr. J. Ronald Lally and Dr. Ira J. Gordon

STUDY GUIDE

Student Objectives:

1. To become aware of the importance of games as a way of interacting with babies and toddlers in order to help them learn.

2. To learn a number of specific games suitable for infants and toddlers aged 2-24 months.

3. To play some of the games with babies and toddlers.

READ "How to Use This Book," pp. 4-5. Also read p. 6.

1. What can babies learn from playing games?

   Games help babies learn about themselves and their bodies, to feel good about themselves and the person caring for them. They learn they can make things happen with their hands, legs, eyes, and voice.

2. Should you insist your baby play the game you have "scheduled"?

   No, baby should play to enjoy. Don't try to force her to play.

3. Should you go through this book as quickly as possible with a baby?

   No, don't race through the book. The baby won't learn or enjoy the games as much if you do.

4. Why do the authors present so many different games? Should your baby try every game?

They offer a lot of ideas because babies differ a great deal. They ask the parent to choose those games that interest their own baby.

READ "Series One," pp. 7-16.

5. What can games "do" for babies aged two to six months?

They help baby learn to communicate. They help her follow items with her eyes and they teach her how different textures and shapes feel.

6. Are these Series One games only for very young babies?

No, some of them will be fun for older children. Often they can be played in different ways depending on the baby's age and her interests.

7. Choose at least one of the Series One games and play it with an infant. Report on the results -- either in writing or orally to your teacher or to the class.

READ "Series Two," pp. 17-24.

8. For what age babies are these games planned? How are these babies different from the very young infants discussed in the preceding chapter?

Series Two games are planned for babies 4-8 months old. By this age, infants begin to use their bodies to explore.

9. What new type of game is offered in this Series? Why is it good for baby?

The new game is the things-don't-disappear game. It helps baby learn that things out of sight--even Mother--will return.

10. Try several of these games with a baby. Report on your results.

READ "Series Three," pp. 25-33.

11. What does your child learn from imitation games?

Much of your child's learning happens through imitation of you and other people.

12. What kind of games are planned to help a child figure things out without imitating someone?

The use-a-tool games help her learn without depending on imitation.

13. What are the child's first "tools" for learning?

The parts of her body are the first "tools" she uses.

14. Try some of these games with a child aged 6-12 months.

READ "Series Four," pp. 34-42.

15. What kinds of things can a child probably do when she is about one year old?

She may be able to say a word or two and to understand more words. She may have learned to look for things that have gone out of sight rather than thinking they are gone.

16. What does a child learn from the "reversible games"?

They help her begin to see how things work.

17. What suggestions are given for reading to your year old child?

As you read a picture book to your child, encourage her to point to the pictures. Talk about them as you finish the story.

18. Read a story to a very young child.

READ "Series Five," pp. 43-51.

19. How can you help your 10-14 month old child learn the meanings of words?

You can ask, "Where's the table?" "Where's the chair?" etc., as you encourage your child to point to these items.

20. Describe the learn-a-clue game.

Put three different sized cans upside down in a line. Put a little toy under one. Ask your child to get the toy. As you play it again, change the cans around but keep the toy in the same place. Before long, your child will "learn the clue."

READ "Series Six," pp. 52-60.

21. What is a grouping game? What will your child learn from playing this game?

The child learns to sort things out that are alike. She learns that some things belong together and some do not.

22. What is the "reading alone" communication game for the 12-16 month old toddler?

For this game, give the toddler a magazine and show her how to turn the pages and look at the pictures.

READ "Series Seven," pp. 61-69.

23. What kinds of "physics experiments" does a toddler perform?

She is doing "physics experiments" when she drops, pours, fills and empties items, splashes, bumps, etc.

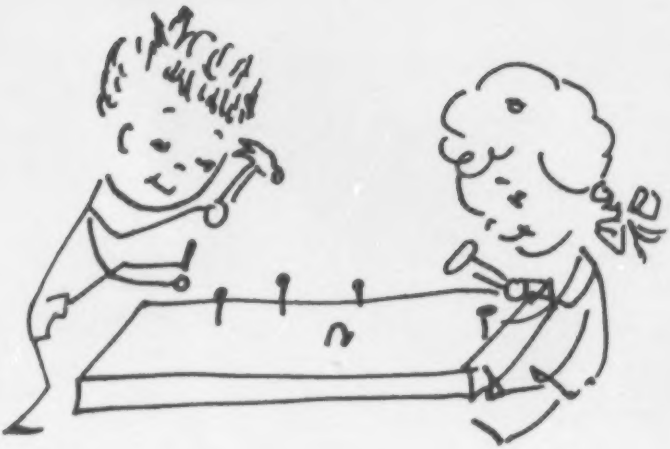
24. What is the "space game"? What does the child learn while playing it?

For the space game, cut a big circle, square and triangle from cardboard. Give both to your child and let her fit the shapes in the cut-out spots. Help her if necessary. In this way she learns the shapes of things.

READ "Series Eight," pp. 70-79.

25. Try at least two of these games with a toddler under two years of age.

26. What do you think of this book? Do YOU think playing some of these games with a baby or toddler would help the child learn?



6 LET'S FREE THE CHILDREN

NON-SEXIST CHILDRAISING
By Carrie Carmichael

If your parenting class seems to be slowing down, to be losing some of its effervescence, if everyone is agreeing on everything, perhaps it's time for *Non-Sexist Childraising* by Carrie Carmichael.

Students are sure to have wildly different opinions about the topics in this book. Some may even consider it radical! However, people sometimes learn best when they're exposed to ideas for which they aren't quite ready.

Most students probably favor equal pay for men and women who perform the same work. Some students (both male and female), however, may think all women should stay home with the children if at all possible, and that all men should work long hours in order to support this life style.

Others may have frustrating memories of their own childhoods -- girls who couldn't climb trees because they might get their clothes dirty and boys who were told to be big boys and not cry when they were hurt because "Men don't cry." They may want very much to give their own children more complete lives, lives less fenced in by sex role boundaries.

Whatever the makeup of the class -- which undoubtedly is a continuum between "traditional" and "non-sexist" thinking -- discussion and sharing of ideas are sure to result when non-sexist childraising is mentioned.

Students Will Often Disagree

Some students may be proud of their free-thinking feminist bias and others probably "know" their more traditional opinions represent the only rational approach. The teacher as class discussion leader will accept each student's viewpoint and feelings. When inaccurate statements are made, s/he should either be the "expert" with facts ready to share, or be able to direct students to research the subject.

Some students may "know," for example, that women's income has caught up with men's (not true) and that the feminist "line" wants all women out of the kitchen and into the working world (again, not true). The teacher must respect students' feelings while helping them stretch their thinking and increase their knowledge.

If students generally feel mothers should take most of the responsibility for child care, a discussion of reasons for having children would be appropriate. Is there some pleasure -- even joy -- associated with parenting? Is it mostly changing dirty diapers and getting up in the middle of the night -- or is it also helping a newborn develop trust in her world, watching a toddler develop independence and autonomy, and leading the preschooler toward a world of learning experiences?

Fathers and Baby Care

If male students claim that parenting a child under two is mostly feeding and diaper changing, they may want to believe this is a mother's job. The teacher can help them see the joy in parenting, and can point out how much fathers miss this joy if they leave the real parenting to mothers. To a baby, the person who is there to help when diapers need changing and hunger pangs have set in is the person who will have baby's trust and love.

Fatherjournal by David Steinberg (see bibliography) portrays beautifully a father who was deeply involved in the care of his son. The book consists of journal notes made by this father who, as he expressed

it, "decided not to become the second, somewhat foreign parent."

Who Will Raise the Children? by James A. Levine (see bibliography) might interest some students. It offers good background material for the teacher of this unit. The author discusses the discrimination men have faced -- and are still facing -- who want to be their children's primary caretaker or who want to work with little children in day care centers. He also describes couples who are fully sharing child care responsibilities.

Non-sexist childrearing is like nutrition -- the concept should permeate an entire parenting course as well as be the focus of a specific unit.

Non-Sexist Children's Literature

A unit on children's literature is a "natural" for including discussion of non-sexist childrearing. Students can probably provide examples of children's books which put boys in active roles and girls in passive pursuits. A marvelous example (horrendous?) is the book, *I'm Glad I'm a Boy, I'm Glad I'm a Girl* published by Simon and Schuster in 1970. The book is now out of print, but its message was blatantly sexist. Included were such statements as "Boys have trucks. Girls have dolls. . .Boys are doctors. Girls are nurses. . . Boys fix things. Girls need things fixed."

Directly opposite is the beautiful set of books titled *A Man Is. . .* *A Woman Is. . .* by Pellett et al (see bibliography). Photographs and copy show both men and women interacting with children as they go about their daily work of teaching, dancing, farming, etc. In one book women are the teachers, dancers, farmers, while in the other, men are pictured in these occupations.

Students may react strongly to some of the ideas in *Non-Sexist Childraising.* One section describes the sex bias in the English language and explains how this can be damaging to children. The author discusses sexism on television and in the schools. She describes

a number of strategies parents can employ to alleviate these situations.

Case Studies of Two Families

Even if *Non-Sexist Childraising* is not assigned to an entire class, Chapter 2, "A Day in the Life," is an excellent 12-page reading assignment on its own. It presents an account of one day in the lives of two families, each made up of a mother, father, and two small children.

In one family, the mother and father follow extreme (but still typical of many families) sex role stereotypes. The mother stays home and takes care of the children and of father. The father goes to work and earns the money but is oblivious to home responsibilities.

In the other family, sex roles don't appear. In fact the two parents are identified by first names which could be either sex. They each work three days each week. Parenting and housework are shared equally. Throughout the detailed account of their day, the reader doesn't know whether it is the mother or the father who is home taking care of the children that particular day while the other parent goes to work.

Television often provides glaring examples of sexist thinking, acting and living. Students' consciousness could be raised through fulfilling an assignment to keep track of the examples of sexism shown on television in an evening or week of watching their favorite shows. Students' data may result in a discussion of the need for non-sexist child rearing techniques designed to combat the inequalities and injustices in today's society.

Non-Sexist Childraising is not easy to read. One or two weeks of a one-semester course on parenting might focus on the topic. Some students would read the entire book while others might read only Chapter 2 in addition to completing supplementary assignments.

Non-Sexist Childraising

By Carrie Carmichael

STUDY GUIDE

Student Objectives:

1. To become aware of the advantages in raising children as individuals instead of pushing them into traditional sex roles.

2. To learn of the importance of fathers being as involved as mothers in infant and child care.

READ Chapter 1, "What Is Non-Sexist Childraising?" pp. 1-6.

1. Define non-sexist childraising.

   Non-sexist childraising is a term used for childrearing which does not include unfair treatment for either males or females because of their sex.

2. Is the purpose of non-sexist childraising to make boys and girls just alike? If not, what is the purpose?

   No, the purpose is to free the child to be whomever and whatever he or she wants to be rather than pushing either girls or boys into following a sex-role stereotype.

3. According to the author, what is a feminist family?

   A feminist family believes in equality of the sexes and lives according to that belief.

4. Look at the questionnaire on p. 5. Make two columns on your paper with #1-22 on each. First, answer the questions as they apply to your parents' life -- write M if your mother is/was mainly responsible for a task, F if your father was. Then, answer the same questions as you would like your lifestyle to be when/if you marry and have children. If you are already married, perhaps you will want two columns for your marriage relationship -- one the way it is now and another with the way you would like it to be. (Of course the two columns might be the same.)

READ Chapter 2, "A Day in the Life," pp. 7-18.

5. Write at least a page in which you share your reactions to the two very different days described for these two families. Which family seems more "normal" to you? Which do you think you would prefer? Why? How did you react to not knowing which was the father and which was the mother in the Spencer-Miller family?

READ Chapter 3, "Feminist Lifestyles," pp. 19-30.

6. How do you feel about Father-and-Son banquets and Mother-and-Daughter teas?

7. Read the chapter. Then describe at least two "feminist lifestyles." If possible, include one that you think you might enjoy living and one that you don't think you would like at all. Describe your feelings about each.

8. If a couple chooses to live a traditional life while their children are small -- the father works fulltime and the mother is a fulltime homemaker -- how can the father still help to raise non-sexist children?

If he involves himself in the total care of the children he will help avoid the stereotype that Daddy works and Mother takes care of the kids.

READ Chapter 4, "Participatory Childbirth," pp. 31-41.

9. Why do many husbands want to participate in their wives' childbirth experiences?

Fathers want to be included in what many consider the most important event of their lives, the birth of their baby. They feel their family will be much closer afterward if childbirth is shared by the mother and the father.

READ Chapter 5, "Female Chauvinism," pp. 42-48.

10. "Preferring a child of one sex over the other sex is sexist," writes the author (p. 48). After you read this chapter, write a paragraph explaining why you might prefer your first child to be a girl. Then write another paragraph explaining why you might prefer your first baby to be a boy.

READ Chapter 6, "The Feminist Mother," pp. 49-64.

11. Describe your reactions to Lynn's story -- the woman who wanted to be a doctor but was counseled against applying to medical school because she was a woman. How would you feel if this had happened to you? (Or to your girl friend if you are a male?)

12. Discuss the sentence, "Men have had to develop physical tests since they have been denied them biologically" (p. 56). What is the author talking about? How do YOU react to this idea?

The statement follows a discussion by the author on the physical experience of pregnancy and giving birth. She describes the arduous labor involved in birth, and writes that men have no similar experience. She suggests that such things as weight-lifting may be used as substitutes.

13. How do you feel about the mother described on p. 58 who carefully avoids helping her husband when he is cooking or packing the baby's clothes because she does not want "to be in charge forever"?

14. Why does the mother described on p. 59 say she never mentions to her children that they might have the option not to work? How do you feel about her thinking?

The mother thinks some women have agonized so much over the choice of whether to work or not that they have lost the energy needed to succeed. She thinks that simply assuming one will work is better.

15. The author writes that many people have been reared to live a "lifetime of protected childhood." What does she mean? How do you feel about this?

She is referring to the idea that a woman should be taken care of by a man.

16. If you are a girl -- write a paragraph in which you discuss your ideas on raising children in either a sexist or non-sexist way. Do you think you will mostly think of sons/daughters or of children? Please explain your views. (Boys will have a similar assignment for the next chapter.)

READ Chapter 7, "The Feminist Father," pp. 65-76.

17. Why does the author state that fathers should take more than half the responsibility for raising non-sexist children?

Men still have more power than women. Therefore they have an added responsibility in raising non-sexist children.

18. If you are a boy -- write a paragraph in which you discuss your ideas on raising children in either a sexist or non-sexist way. Please explain your views.

READ Chapter 8, "These Kids Today," pp. 77-90.

19. Write an essay (at least a page) on the topic, "What will non-sexist childraising do for girls?" OR "What will non-sexist childraising do for boys?" Describe some of your own feelings in your essay.

20. What differences do you see in the way boys and girls are encouraged to participate in sports? Please include comments on your own involvement or your non-involvement in sports.

21. How do you feel about boys/men crying? Girls/women?

READ Chapter 9, "Homophobia," pp. 91-100.

22. Does the author think raising children in a nonsexist way is apt to cause them to become homosexual? Explain her reasoning, then explain your own views.

The author definitely doesn't think children are more apt to become homosexuals if they are reared in a non-sexist manner. In fact she has some interesting viewpoints on our "homosexual" world in which women are apt to be with other women in the suburbs or in the typing pool while men are with men on the construction site or around the conference table. Non-sexist childraising could result in a far more heterosexual world, she writes.

READ Chapter 10, "Deprogramming the Culture - Togs, Television, and Toys," pp. 101-113.

23. How does the author feel about female babies, toddlers, and pre-schoolers wearing dresses? How do you feel about this?

The author writes that dresses are generally not practical for children. They inhibit activity, they are harder to keep clean and neat, and they're cold to wear in winter.

24. Describe some ways in which television influences a child's ideas of what is OK and not-OK.

Discussed are a number of TV-related topics -- the sexism inherent in so many ideas, the violence, etc.

25. What could you do to help make TV a worthwhile experience for your child/children?

Action for Children's Television urges parents to watch TV with their children, to talk about it. When violence occurs, talk about it and how it hurts and how problems can be solved without violence. Help your child choose the programs which s/he will watch.

26. Describe <u>your</u> feelings concerning giving dolls and/or guns to boys. Do you feel differently about dolls and/or guns for girls? Then compare your ideas with those of the author.

The author quotes a number of people who don't want their children, boys or girls, to have guns. Generally she thinks dolls are fine for both boys and girls, but mentions one person who comments that dolls don't do anything while babies do. A child is more apt to learn nurturing and other parenting abilities from a pet kitten, dog, or gerbil.

<u>READ Chapter 11, "The Male Bias of the Mother Tongue," pp. 114-122.</u>

27. In two or three paragraphs, discuss sexism in the English language. Include some examples together with

suggestions for changing those examples to non-sexist words. Also include your opinions on this subject.

READ Chapter 12, "Books Can Be Friends," pp. 123-134.

28. AFTER you read this chapter, choose a children's book, perhaps one you have at home or one from your school library. Evaluate it in terms of whether or not it is sexist. Follow the guidelines on pp. 129-130.

READ Chapter 13, "Why Joanna Can't Do Calc -- Sexism in the Schools," pp. 135-154.

29. Define misogyny.

Misogyny is a word meaning hatred of women.

30. Discuss an example of sexism that you remember from a school you have attended--perhaps the school you are now attending. How might the situation have been improved?

READ Chapter 14, "Visions," pp. 155-158.

31. Explain the author's comment, "Feminist parents must undertake on-the-job retraining" (p. 157).

Even if we know we want to raise our children in ways different from the ways in which we were raised, we will still have trouble with leftover feelings we may have of how "it's supposed to be."

32. Please evaluate the book. What did you like about it? Dislike about it? Did you consider it a "radical" book? Why or why not? Would you recommend it to anyone else to read? To whom, and why? (Or why not?)

7 HELP YOUR PRESCHOOLER GROW

YOUR CHILD FROM ONE TO SIX
By Richard H. Granger, M.D.
U.S. Department of Health, Education, and Welfare

Choosing the economical option when buying books sometimes is necessary. Hopefully, such a choice has a lot going for it in addition to economy. Such an option is the 1977 edition of *Your Child From One to Six* which is priced at $1.75 each. First published in 1918, this booklet has become the second "best-seller" published by the Children's Bureau, with its distribution record beaten only by that of *Infant Care*.

Presents Practical Information

Practical, sound and easy-to-understand information about rearing preschool children is offered with the understanding that parents will use this knowledge to make their own decisions in new situations. Patterns of children's development are described along with ways of coping with every day living with one or more preschoolers. Special problems and health care including accident prevention are also discussed.

Students who have read *Before You Were Three* will not find much new material on developmental patterns. *Survival Handbook for Preschool Mothers* and *Raising Happy Healthy Children* cover most of the information presented in the section titled "Everyday Life from One to Six." "Special Problems" and "Health Care" offer different material, but these subjects, especially accidents and first aid, are discussed rather briefly.

Booklet Is Well Written

Your Child From One to Six is well written and offers good information and parenting suggestions. It provides excellent reinforcement for the material presented in the more attractive (and more expensive) books mentioned above. If you can't afford those books for your class, *Your Child From One to Six* will be extremely helpful.

Without assigned projects or other additional assignments, the book and study guide together are worth about two weeks of credit.

Your Child From One to Six

By Richard H. Granger, M.D.
DHEW Publication No. (OHDS) 77-30026

STUDY GUIDE

Student Objectives:

1. To gain new information about and understanding of preschool children.

2. To learn about health care for children including need for appropriate immunizations.

3. To become aware of safety precautions needed when young children are in the home.

READ "Introduction," pp. iv-v.

1. Parents of preschoolers especially need to remember two things. What are they?

They need to remember that each child is different from all others, and that parents' big goal is to help their children become independent.

READ "Patterns of Development," pp. 1-10.

2. What is the difference between a child's large and small muscles? Which kinds of muscles develop first?

The large muscles control big movements of the arms and legs while the small muscles move the hands and fingers. The large muscles develop first.

3. Why does a toddler often push the TV button on and off time after time after time?

She has to do it many times to make sure pushing the button really does make the TV come on and go off.

4. At about what age is a toddler apt to learn to unbutton buttons? 12-15 months At what age do they usually become able to button buttons? Five years Why does this pattern sometimes irritate parents?

Parents who watch their child unbutton buttons for years may be quite irritated when the child "refuses" to button them again.

5. When your child shows you a drawing or painting she has created, is "What is it?" a good question? If not, what is a better comment?

Parents who say "Tell me about it" will be more apt to please their child and to learn more about her in the process.

6. Describe the language development of the typical three year old.

Most children of this age can begin to put together whole sentences.

7. What role do parents play in their child's speech development? Explain your answer.

How children talk depends greatly on their parents. They hear their first speech from them, and they learn much of their speech by imitating their parents.

8. What does being civilized mean according to this book? At what age do most children become "civilized"?

Civilized means "being considerate of the needs and priorities of other individuals and groups" (p. 8). Most children become "civilized" by age five or six.

9. At what age do most children learn to share their toys and to play together?

They learn to share by about age three.

10. What should you do if your three year old child tells wild stories about an imaginary playmate? At what age can most children tell the difference between truth and lying?

The three-year-old can be enjoyed for her imagination. She won't know the difference between truth and lying until she is almost five, so disapproval of her "story" as if it were a lie would be foolish.

READ "Everyday Life From One to Six," pp. 11-52.

11. How much sleep do children need during their second year? What does this tell you about scheduling children's sleeping time?

They need from eight to 17 hours of sleep daily. Because of this big difference parents must be aware of their own child's needs when working out a sleep schedule.

12. How and why can rituals often help bedtime go more smoothly for small children?

One and two year old children often don't really want to go to bed. If the parent can set up rituals such as reading a story to the child and tucking her into bed, the child will be more apt to accept going to bed.

13. Is it wise to put a child to bed as punishment, according to the author? How do YOU feel about this?

No, because if the child is put to bed as punishment, she will soon learn to dislike her bed which will cause problems at bedtime.

14. Should your child eat more as she grows older and bigger? Why or why not? What should you do if your child wants less to eat during her second year?

Children don't need more food during their second year. Some need less because they're not growing as fast as they were. Parents should understand and not try to force them to eat more than they want.

15. List some foods which are not safe for a small child because tiny pieces could get stuck in her windpipe.

Nuts, fruits with pits, bones and popcorn are not safe for small children to eat.

16. Describe three goals of discipline.

Through discipline, parents want to help their children gain self control, learn to respect the rights of other people, and learn the rules by which the adult world operates.

17. What are probably the two best things parents can do to help their children become disciplined people?

Parents should set good examples for their children and reward them when they do the right things.

18. What kind of simple rewards do young children like?

They want their parents' attention, approval, smile, and some kind words.

19. How does the author feel about spanking/hitting as a form of discipline? Why?

Ideally, parents would always find some other method of disciplining for several reasons. Hitting a child seems to be telling her it's all right to hit people. Some parents hit their children so hard they hurt them badly. Generally there are better ways to discipline children including reasoning with them.

20. Why do children so often misbehave when their parents are ignoring them? What does this tell you about parenting?

Most children very much want attention from their parents and they know they will get it if they misbehave. Parents need to give their children attention when they are behaving -- then they won't "need" to be naughty to be noticed by Mother and Father.

21. Why do children have temper tantrums? How can a parent best deal with this situation?

A temper tantrum may start because the child wanted something she couldn't have but in a real tantrum she may get so upset she can't stop right away even if she wants to. The parent needs to wait calmly for the child to calm down.

22. How would you punish a four year old child who was goofing off at the dinner table and spilled her milk?

The author's main suggestion is to find punishment other than spanking -- punishment which is suited to the misdeed. Perhaps insisting that the child clean up her milk would be sufficient punishment.

23. Describe three things necessary for a child to be ready for toilet training.

She must have appropriate muscle control, be able to tell you when she wants to go to the bathroom, and she must want to be toilet trained.

24. Why may toilet training a child be an easy job if the parent can wait until the child is $2\frac{1}{2}$-3 years old?

By this time most children don't like to be wet or soiled and they want to wear underwear like other children.

25. How will you know if your young children are dressed warmly enough?

Usually you can trust your child to know what clothes she needs to wear.

26. In order to be fair, should you treat all your children alike? Why or why not?

No, you shouldn't treat them alike because each child is quite a different person from all other children.

27. What should you do when your children ask you questions about sex?

You should answer them promptly, factually, briefly, and without embarrassment.

28. Why does this book refer to "parents" and "children" rather than to "she" (meaning mothers) and "he" (meaning children)?

The book assumes that the likenesses between men and women and boys and girls are as important as are the differences. It also assumes that the supposed behavior differences between boys and girls are learned rather than biological.

29. How should the toys you buy a five year old boy differ from those you buy for a five year old girl?

The toy a five year old child will like doesn't depend on the sex of the child. Both boys and girls like dolls and trucks.

READ "Special Problems," pp. 53-68.

30. What is a child apt to think if her parents are impatient with her, tease her, or even punish her for being afraid?

The child may feel more afraid and think fear is something one should suffer alone.

31. How should parents react to a child's fears if the parents think they are silly?

They should accept the reality that the child feels afraid, then reassure her and help her deal with her fear.

32. Do most children under four usually know what is real and what is not real on television? What does this have to do with children's fears?

They usually don't know the difference. If your child thinks the TV show full of violence and/or horror is real, she is apt to be quite frightened.

33. If you move to a new home, how can you help your child accept the move more easily?

Take the child to see the new home several times before moving, and don't move during the school year. Let her help you with the move, and help her fix her new room as much like the old one as possible.

34. If you decided to go on a vacation without your small child, what could you do to make the situation as non-fearful as possible for her?

Try to find someone she knows and likes, such as Grandma, to stay with her in her own home. Before you leave for your longer vacation, leave for a few hours, perhaps a night or two, to help her learn that when you go away you do come back.

35. Why does the author insist that a parent should ALWAYS stay with a young child who is in the hospital?

A hospital is a very frightening place. A small child especially needs a parent to reassure her while she is there.

36. If a child screams and fights a lot, what might you suppose her parents may also do?

The author suggests that children who often yell and fight are usually mimicking parents who also yell and fight.

37. How should parents and other children in the family treat a handicapped child?

They should treat her as normally and naturally as possible while helping her cope with her handicap.

READ "Health Care," pp. 69-91.

38. Why have more children been getting mumps, measles, and other "childhood" diseases recently than several years ago?

Because parents haven't seen many people with these diseases, sometimes they don't bother having their children immunized against them. Therefore, more children are getting the diseases.

39. Which immunizations does a child need during the first two years of her life?

She needs immunizations for DPT, oral polio, measles, rubella and mumps.

40. If your child has a fever, does it always mean she is very sick? How do you know when to call the doctor?

No, children often have a fever when they are ill. Call the doctor if she is acting very sleepy and is not interested in anything going on around her. Also, call the doctor if she has a fever for more than 24 hours.

41. How does this book suggest you take a child's temperature?

Put the bulb of the thermometer in the child's armpit, then hold her arm tightly against it for two minutes. Check the temperature, then add two degrees to determine body temperature.

42. Dehydration may be a problem for a child who has vomited a lot. What is dehydration? What are its symptoms? What can you do about it?

Dehydration is the term for being dried up inside. A dehydrated person's eyes may look dry and sunken, her mouth becomes dry inside, and her skin papery and dry. If this happens, get medical help immediately. Also offer small amounts of liquids often.

43. Does drinking milk help stop vomiting or diarrhea? If not, what is better?

No, milk should be avoided in these situations. Give the child light liquids such as water and jello water.

44. How do people catch colds? How can you keep your child from catching colds?

People catch colds from other people because they are spread by germs. You can't keep your child from catching colds but she will probably have fewer colds if she has good nutrition and enough rest and exercise.

45. Describe the two kinds of germs which cause contagious diseases. What medical treatment is available for each of these two types of diseases?

Viruses cause such diseases as measles, flu, and colds. We don't have medicines which will cure these infections but some can be prevented through vaccination. Bacteria are the type of germ which causes ear and throat infections. These infections can be cured with antibiotics.

46. If, after two or three days of taking antibiotics, your child seems to be feeling much better, should you give her the rest of her antibiotic prescription anyhow? Why or why not?

Yes, she should take it all because otherwise she may not be completely cured.

47. What is a convulsion? What can cause a convulsion?

A convulsion is a seizure or fit and it can be caused by a high fever.

48. What is the most common cause of a child having a stomach ache? What can the parent do about this?

More children have stomach aches because of tension and anxiety than for physical reasons. The parent should understand the stomach ache is "real" and help the child deal with whatever is causing the ache.

49. What can you do to protect your child's safety inside cars?

Get her a really good car seat that will be held securely by the car's seat belt.

50. If your child swallows some kinds of poisons, it will help to make her vomit. But for what kinds of poisons should you NOT induce vomiting?

Do not make the child vomit if she has swallowed fuel oils such as kerosene, cleaning fluids, lye, ammonia, or strong acids.

51. If you do need to make your child throw up, what should you do?

You could give her a dose of a medicine called Ipecac or you can give her some warm water with raw egg or soap suds in it.

52. What is the greatest cause of lead poisoning? What are its symptoms?

Lead poisoning is most often caused by a child chewing on old, lead-base paint. Symptoms of lead poisoning include anemia, either listlessness or hyperactivity, appetite loss, learning difficulties, and possibly convulsions and brain damage.

53. For what symptoms should you take your child to the doctor after she bumps her head?

If she loses consciousness after the accident, is very sleepy, or vomits repeatedly, take her to the doctor or to the hospital emergency room.

54. How should you clean a child's scraped knee?

Use soap and water or hydrogen peroxide to clean the area.

55. How can you usually stop the bleeding from a cut?

Apply pressure directly over the wound.

56. What is the best treatment for a burn?

Cool the area immediately and rapidly by pouring cold water on it.

57. How can you stop a child's nosebleed?

Have the child lean forward while you apply pressure, perhaps with ice, to the side that is bleeding. Continue this for five minutes.

READ "Getting Help For Your Child," p. 92.

58. What did you think of this book?

SHOW LOVE WITH
A HUG
NOT FOOD

8 LET BABY STAY SLIM

GROWING UP THIN
By Alvin N. Edin, M.D., with Joan Rattner Heilman

Providing nutritious foods for children is an important part of parenting. Most high school students know about the Basic Four foods and they probably know that everyone needs to eat foods from each of these groups each day. If you announce that the next unit will be about nutrition, you may get groans and "We already know that."

Instead, encourage student interest by talking about weight-loss diets. Show them a picture of an obese person and a slim individual, both adults. Then ask which person looks healthier and happier. Most people assume the slimmer adult is the healthy one. Point out that the same is true with babies -- a fat baby is not necessarily a healthy baby.

Infant's Fat Cells Are Permanent

Growing Up Thin stresses the importance of people staying slim from birth throughout their lives. The lifetime effect of early development of fat cells (fat cells which never go away) is reported. A child is much less apt to become an obese adult if her parents help her to avoid being a fat child.

Dr. Heilman discusses the hazards of obesity for babies, children and adults. He explains why an exercise program along with an appropriate diet is needed for

weight loss. For growing youngsters he doesn't recommend weight loss, but merely a reduction in weight gain. As the young person grows taller, s/he will become slimmer even if s/he loses no actual weight.

Help Baby Stay Slim

The best time to avoid obesity is in infancy. One section of the book suggests strategy for preventing infants becoming fat. Dr. Eden also offers helpful advice for tackling the problem throughout childhood.

If the "child" is a teenager, however, the author's advice to parents is to stay as uninvolved as possible -- excepting for "fat-proofing" their home (refusing to have high calory junk foods in the house). He then writes directly to the teenager, pointing out what the young person can do if s/he wants to lose weight.

The study guide covers the whole book although most of it is concerned with the first ten chapters, that part of the book dealing with young children.

The average student may need two to three weeks to read the book and complete the study guide.

Growing Up Thin

By Alvin N. Eden, M.D.
With Joan Rattner Heilman

STUDY GUIDE

Student Objectives:

1. To learn that fat babies are less healthy than slimmer babies.

2. To learn the importance of keeping a baby's weight "normal" so that extra permanent fat cells won't develop.

3. To learn strategies for helping an individual of any age, infancy to adulthood, lose unwanted fat through diet and exercise.

READ Chapter 1, "Fatproofing Your Child," pp. 1-12.

1. Discuss "fatproofing" your child. What does this mean? Why does the author recommend it?

   "Fatproofing" a child keeps her from becoming a fat adult. If she is not fat, she will be healthier and probably happier.

2. Is a fat baby apt to become a thin adult?

   No, most fat babies become fat adults.

3. Does the author think most fat people are happy? Explain your answer.

No, most fat people aren't happy. They are not apt to be healthy, and are often rejected by other people.

4. What is America's number one health defect, according to Senator Edward M. Kennedy?

Obesity is our most serious health problem.

5. Why are so many children fat?

Many children were started on baby foods at too young an age, learned to eat lots of junk foods, and get very little exercise.

6. What can parents do about this problem?

Parents can take charge of the food that is served in their homes and can encourage their children to be active.

7. Have you known a parent who seems proud of her fat baby? Without mentioning names, describe the child. Do you think her parents had anything to do with her becoming fat?

Answers will vary.

8. How can you tell if your child is too fat?

The best way to tell is with the "eyeball test" -- look at her.

9. Are fad diets good for children? Why or why not?

Fad diets are dangerous for children because they are apt not to provide enough nutrition for growing youngsters and they could cause a negative nitrogen balance which would cause the body to use up needed protein. This could get in the way of normal growth.

READ Chapter 2, "The Hazards of Fat," pp. 13-19.

10. Describe several problems faced by fat people.

Fat people have many more medical problems such as heart trouble, diabetis, high blood pressure, kidney and circulatory disorders. They are more apt to have dental decay because of eating sugary foods. Overweight people have more accidents than do thin people. They have more psychological and social problems. They are less apt to be admitted into some colleges, and probably won't go as far in their work.

READ Chapter 3, "The Causes of Fat," pp. 20-28.

11. Discuss some of the possible reasons fat people tend to have fat children.

Genetics is probably involved. Fat people may have a higher "appestat" (appetite regulating mechanism) than do thin people. An overfed baby may overproduce hormones which cause fat to be deposited in the tissues. Body build tends to be inherited.

12. If fat parents are apt to have fat children, does this mean it has to be this way -- their children must resign themselves to being fat?

No -- it simply means fat parents must make a greater effort to keep their children thin than do thin parents.

13. How do people get "too many fat cells"? Can the number of fat cells be decreased through diet?

A much greater number of fat cells develop in a fat child than in a thin child. These cells, once they develop, will be with that person for the rest of her/his life. If s/he diets, the cells do become smaller.

READ Chapter 4, "Ways Your Child Shouldn't Eat," pp. 29-36.

14. At what time in a person's life are eating habits pretty well set?

Eating habits are usually well set during the first year or two of life.

15. Why can children's TV programs be partly blamed for causing poor eating habits among young viewers?

Most of the food commercials on these shows advertise non-nutritious foods.

16. How might Debbie's mother (see p. 33) help her lose weight?

She could quit bringing chocolate cake and blueberry pie into the house. She could make it easier for Debbie to eat nutritious foods and harder for her to get junk foods.

17. What is the difference between appetite and hunger? What does either one have to do with being fat?

Hunger is the physical need to eat. Appetite is a person's desire for food. Appetite depends on hunger among thin people while it often has little to do with real hunger among fat people.

18. If one's "appestat" is not working properly, what does this mean?

It means we feel like eating even when we are not really hungry.

19. According to the author, are some new-born babies much hungrier than others? If not, why do some mothers insist their babies are hungrier?

He thinks babies have about the same appetite at birth, and that differences are because of the way mothers treat them.

READ Chapter 5, "Exercise Does Help," pp. 37-50.

20. Why does the author recommend a combination of increased exercise and decreased calory consumption for weight loss?

Exercise tones up one's body and makes the muscles firmer while causing a weight loss. Cutting back on calories makes the extra weight disappear faster.

21. Do most fat adolescents eat a lot more than do thin teenagers? If not, why are they fat?

Many fat adolescents eat less than do slimmer people. They simply don't exercise much at all, so become fat.

22. What is basal metabolism? Is it usually different for fat people than for thin people?

Basal metabolism is the energy consumed by the body merely by being alive. It's about the same for most people whether they are fat or thin.

23. What can you do to help a baby exercise more?

You can help a tiny baby exercise by gently moving her legs and arms. As she grows, encourage her to crawl, then walk and run around. Don't confine her to a playpen.

24. In addition to causing weight loss, what advantages are there in exercising?

A person who gets enough exercise is much less apt to have a heart attack. Blood cholesterol levels will be lower.

25. If your child is already overweight and quite inactive, how can you change this pattern?

Exercise with her. Sports are better than trying to do sit-ups for an hour each day because sports are more interesting.

26. Does exercise generally make a person hungrier?

No, it does not.

27. If you were (are) ten pounds overweight, how could you change your habits of eating and exercising so that you would lose the excess weight? Be specific -- mention several possibilities.

READ Chapter 6, "The Food Your Child Should Eat," pp. 51-64.

28. "The typical American is not well fed," writes the author. Are you? Write down everything you have eaten in the past 24 hours. Compare it with the well-planned diet described in this chapter.

The book describes the Basic Four food groups. Student should analyze own diet by comparing it with this description.

29. Should you eat a lot of salt? No salt? Or. . .?

Salt is all right in moderation but should not be used heavily.

30. Should you salt baby food before serving it to baby?

No, babies need very little salt.

31. If you provide a low-cholesterol diet for your family, which foods will you be apt to serve less often?

You would cut down on such foods as beef, pork, hot dogs, sausage, bacon, and eggs.

READ Chapter 7, "Scoring the Fatness Risk," pp. 65-69.

32. Score your own "fatness risk." Is yours low, moderate, or high?

If you have a child, score her/his fatness risk.

READ Chapter 8, "Your Child's Weight from Birth to One Year," pp. 70-97.

33. What is the average normal weight for a six month old baby who weighed $7\frac{1}{2}$ pounds at birth? 16½ pounds

About how much should this same baby weigh when she is one year old? 22 pounds

34. Why does the author suggest that an obese woman should slim down before she becomes pregnant?

Obese women are more apt to deliver a fat baby, one born with a higher than normal number of fat cells. The baby then has a high risk of becoming an obese adult.

35. Should an overweight pregnant woman go on a crash diet while she is pregnant? Why or why not?

She absolutely should not. It is very important that the baby get the nutrients it needs during pregnancy. It is even worse to starve the baby before delivery than it is for the mother to be heavy at that time.

36. What food(s) does the baby need during the first three months after birth?

Baby needs milk.

37. Which nutrient is missing in milk? Why doesn't the baby need this nutrient during the first few months after delivery?

Milk does not contain iron, but the normal baby is born with enough stored iron to last for several months.

38. Why does the author recommend not feeding solid foods to baby during the first few months after birth?

Babies who start eating solid foods too early are more apt to gain weight too rapidly.

39. Is breast-feeding or bottle-feeding more apt to produce a thinner (and thus a healthier) baby?

Breast-fed babies tend to be thinner.

40. What does the author think about pacifiers? How do you feel about pacifiers?

He recommends a pacifier instead of milk for the baby who seems to need more sucking after she has had "enough" to eat. He suggests, however, that a pacifier be used for only a few months.

41. If your formula-fed baby is gaining weight too rapidly according to your doctor, what does the book recommend?

It recommends diluting the milk with water. It does not recommend using skim milk during the first year.

42. How much should you expect your baby to eat?

Expect her to eat about as much as she wants to eat. Don't ever force her to eat -- don't even coax her.

READ Chapter 9, "One- to Two-Year-Olds: The Crucial Age for Staying Thin," pp. 98-115.

43. Instead of mother showing her love for her baby by giving her extra food, what does the book suggest?

It recommends showing love with an extra hug rather than with extra food.

44. Why does the author suggest serving red meat (beef) no more than two or three times per week? What does he suggest you serve instead?

Serve beef less often because it is high in cholesterol. Instead, serve poultry, veal, and fish.

45. Must your child have a wide variety of foods in order to be healthy? If so, what can you do about the child who doesn't want many different foods?

A child can be adequately nourished even if she eats only a few different foods. It is better not to try to force her, but it is a good idea to offer her different foods part of the time.

46. What should you do if your child won't eat -- if she skips a meal or two?

Don't worry about it, and above all, don't try to force her to eat. She won't starve.

47. Should you ever give a small child snacks? If so, what kind?

The author recommends three meals each day with few snacks between meals. He writes that some snacks are all right, however, if they are nutritious items such as fruit, raw vegetables, and whole wheat bread.

48. How can you "fat-proof" your home?

Have only nutritious foods available. Don't even buy such foods as candy, cookies, and potato chips.

49. How much should a two-year-old weigh if she weighed 7½ pounds at birth? 27 pounds

50. If you had a 1½ year old child who was too fat, what could you do about it? Should you put her on a really strict diet?

No, you certainly should not put her on a strict diet. Help her get more exercise. Dilute her milk (but don't give her skim milk) and cut down on the cookies and other junk food she eats.

READ Chapter 10, "The Preschool Child: Almost the Last Chance to Slim Down," pp. 116-140.

51. Is a thin child or a chubby child apt to have more respiratory infections?

The fat child will probably have more respiratory infections.

52. How does a three year old child's appetite compare with the appetite of an 18 month old child?

The three-year-old probably has less appetite and needs less food.

53. What does the book suggest a mother should do about a child who is a fussy eater?

She should relax, prepare nutritious food for her, and give her daily vitamins. She will finally start eating on her own.

54. Why does the author recommend three regular meals each day, not only for small children but for the whole family as well?

Sitting down for regular meals means family members are much more apt to get the nutritious foods they need. They are also less apt to fill up on sweet snacks all day long if they eat at mealtime.

CHECK WITH YOUR TEACHER. S/he may expect you to read only this much of the book. If s/he wants you to read the rest of it, please answer the following questions:

READ Chapter 11, "School Age Children: A Time for Real Concern," pp. 141-164.

55. Pretend that you have an eight year old child (or sister or brother) who is too fat. How could you help her/him slim down? Write two or three paragraphs

describing your approach. Cover such topics as the psychological aspects of weight loss, fat-proofing the home, activity plans, etc.

Answers will vary.

READ Chapter 12, "How to Cope with an Overweight Adolescent -- Don't!" pp. 165-185.

56. What should a parent "do" about an overweight adolescent son or daughter? Why?

They should do nothing except provide a kitchen that contains only nutritious foods. Nagging parents almost never are able to help their adolescent children.

READ Chapter 13, "For Teenagers Only," pp. 186-205.

57. Why does the author not even want parents to read this chapter? Does he think parents can do much about an overweight teenager? Explain your answer.

58. EVALUATE THE BOOK. How does it compare with other nutrition materials you have read?

LEMONADE
10¢
CARROTS 5¢
RAISINS 15¢

9 DOWN WITH JUNK FOOD

THE TAMING OF THE C.A.N.D.Y. MONSTER
By Vicki Lansky

Continuously Advertised Nutritionally Deficient Yummies (C.A.N.D.Y.) are surely the worst enemy ever faced by nutritionists -- or by parents interested in providing their children with nourishing foods. As Vicki Lansky states (p. 1), "Nutrition is a matter of parenting."

The Taming of the C.A.N.D.Y. Monster presents a rational, informed mother's viewpoint toward current problems of too much sugar, salt, and other additives in our diets. Ms. Lansky quotes U.S. Department of Agriculture figures showing the annual consumption of all sugars in the United States to be 114 pounds per person.

She explains that most bottled, canned, and bagged items in the supermarket contain refined sugar. She advocates cutting down drastically on this overconsumption of refined sugar and offers a number of useable suggestions for doing so.

Use Salt in Moderation

Salt in moderation is an important part of many people's diets. Most people in this country, however, are consuming 10-15 grams of salt per day while nutritionists recommend no more than three grams (slightly more than ½ teaspoon).

Moderation is Ms. Lansky's key word. She does not advocate eliminating sugar and salt from our tables. She does not consider all additives bad. She does, however,

find no redeeming nutritional value in such items as potato chips and cokes. She recommends a number of "tasty alternatives to junk-food snacks." Included are recipes for frozen, dippy, and crunchy snacks and for snack drinks.

Nutritious and Good Recipes

The book contains more than 200 recipes. If you have a kitchen available for your parenting classes to use, try some of these recipes as laboratory assignments. If you don't have cooking facilities, encourage your students to try the recipes at home and bring samples of their work to school.

Comparing Ms. Lasky's "Better-for-You Brownies" with a "regular" Brownie recipe, for example, would demonstrate one way to cut back on sugar and increase valuable nutrients through the use of wheat germ and powdered milk.

Ms. Lansky's recipes are not sugar-free. As she explains, foods which children will not eat are absolutely non-nutritious! She tries to find a happy medium between the foods she would like, from a nutritional viewpoint, to serve her children and the foods they are willing to eat. As she puts it, her goal is "how to get your kids to eat less sugary, salty junk foods. . .without sacrificing convenience or good taste."

The book includes a couple of "extras." One section presents a number of suggestions for the child who can't drink milk. The last chapter gives marketing guidance. Helpful ideas are offered concerning shopping for produce, canned foods, cereals, baby food, dairy products, and beverages.

A Special Glossary

Ms. Lansky's "Contemporary Glossary of Kitchen Terms" contains such items as "appetizing -- anything advertised on TV" and "Nutrition -- a secret war waged

by parents using direct comments, camouflage and constant guard duty." She describes kitchen as "the only room not used when eating a crumbly snack"!

To complete the study sheet for *The Taming of the C.A.N.D.Y. Monster,* the student is asked not only to answer questions concerning nutrition information, but also to try out a number of the recipes. A minimum of two weeks of credit might be assigned, more if the book is used as the basis for extensive laboratory work.

The Taming of the C.A.N.D.Y. Monster

By Vicki Lansky

STUDY GUIDE

Student Objectives:

1. To learn of problems caused by overconsumption of food additives, especially sugar and salt.

2. To increase knowledge of nutritional needs of young children.

3. To reinforce learning by preparing several nutritious food items following recipes in book.

READ "Nutrition Is a Matter of Parenting," pp. 1-12.

1. What does Vicki Lansky mean by C.A.N.D.Y.? That is, what do the letters mean?

   C.A.N.D.Y. stands for Continuously Advertised Nutritionally Deficient Yummies.

2. What is a food "additive"? Give an example.

   A food additive is anything added in the manufacturing, preparing, treating or storing of food. An example is the sugar many people add to tea.

3. According to Ms. Lansky, are most additives dangerous to eat?

   Most additives apparently are safe unless they are eaten in great quantities.

4. About how many pounds of sugar do you probably eat each week if you are an "average" person?

The average person eats more than two pounds of sugar weekly -- 114 pounds per year.

5. Ms. Lansky writes that a family of four will eat more than 450 pounds of sugar additives per year. Think about your own family -- you surely don't buy a ten-pound bag of sugar nearly every week! What, then, does she include in those 450 pounds?

She is including the sugar contained in such things as sodas, cakes, ice cream, breads, and other prepared items that have sugar added to them.

6. What nutrient does sugar contain? What does this nutrient "do" for you?

Sugar contains only calories which are used by the body as energy or stored fat.

7. What problems does sugar cause or help to cause?

Sugar causes dental cavities and it is considered to be partly the cause of diabetes, obesity, hypoglycemia, heart disease, and mental health problems.

8. Carefully read the twelve suggestions (pp. 6-7) listed for reducing a family's sugar intake. List at least three things that you think might work in <u>your</u> family.

Answers will vary.

9. Does honey or refined sugar have more calories? Honey Which sweetener does Ms. Lansky prefer and why?

She prefers honey because it probably metabolizes more slowly so is less hard on one's insulin and blood sugar level. Its cost and taste may limit its use, and, because it is sweeter than sugar, less is needed.

10. How do brown and white sugar differ?

Brown sugar is regular refined sugar with a trace of molasses added to it. It gives it a tiny bit more food value and it has slightly fewer calories than white sugar.

11. For one day, keep track of everything you eat which has sugar added to it. (If possible, avoid sugar entirely for one day as Ms. Lansky suggests.) Read every label and if sugar is one of the ingredients, include that item in your "Sugar Today Diary."

12. Next to sugar, what is the most used additive in our diet? Why do we need some of this additive?

Salt is the second most used additive. We need it to help regulate our internal fluid balance.

13. What is a common problem among people who eat too much salt?

Salt is thought to be the main cause of hypertension in adults.

14. How much salt does each of us eat, on the average, each day? 10-15 grams How much should we eat, according to nutritionists? 3 grams

15. What kind of reaction in children is thought to be at least partly caused by artificial colorings and flavorings?

These substances may cause hyperactivity in children.

16. Ms. Lansky explains that some of her recipes contain more sugar than she likes to serve. Why does she include these recipes?

She writes that food that is not eaten is not nutritious. She has tried to strike a happy medium by offering nutritious foods which children will eat.

READ "Brown Bagging It," pp. 15-29.

17. Describe the five things which should be included in a packed lunch. Give examples of each.

Include a protein rich food (sandwiches, cheese, peanut butter in celery sticks, hard cooked egg), a fruit or vegetable (carrots, apple), something extra (raisins, popcorn), beverage (milk, juice), and occasionally food for thought (note, tiny toy).

18. Why should you use luncheon meats, sliced ham, and beef jerky in moderation, if at all?

They contain nitrates, salt, preservatives, and sometimes corn syrup and other sugars.

19. Is whole wheat flour more nutritious than enriched white flour? Why or why not?

Whole wheat flour is much more nutritious because only part of the nutrients contained in the whole wheat flour are put back in the white flour when it is enriched.

20. If you or your children don't like whole wheat bread, what does Ms. Lansky suggest you do?

She suggests you start with light whole grain bread. Read labels to be sure the color does represent some whole wheat flour. Gradually you'll probably learn to like the more nutritious whole wheat bread.

21. What problem can be caused by using mayonnaise in a sandwich, especially in hot weather?

Mayonnaise turns rancid in the heat. It doesn't freeze well, either.

22. Try at least one of the recipes in this section. Make it at school (if possible) or at home. If you make it at home, bring a sample to school.

READ "Tasty Alternatives to Junk Food Snacks," pp. 31-51.

23. Is snacking always bad? If not, what is the difference between a "good" and a "bad" snack?

Snacks are all right for children if they are nutritious and aren't eaten too close to meal time.

24. What is the best technique for keeping your children from eating sugary and/or salty junk food in your home?

Don't keep these foods in the house -- just don't buy them.

25. How does Ms. Lansky suggest you deal with other people who give your kids sugary snacks away from your home?

She recommends acceptance -- she writes that you can't realistically supervise everything your child eats away from home.

26. How can you make snow cones from orange juice?

Freeze orange juice in ice cube trays. Then blend two or three cups at a time in the blender until it looks like snow. Store in the freezer.

27. Try at least one of the frozen snack recipes either at school or at home. If you prepare it at home, please report on the results.

28. Read all the recipes in the "Dippy Snacks" and "Crunchy" sections. Make recipe cards for several that sound good to you. Then try one of the recipes and report on the results.

29. Now read the rest of the recipes in this chapter -- "Just Plain Good" and "Snack Drinks." Again, make recipe cards for several of the recipes. Try one of the recipes and report results to your teacher.

30. What is carob? Why does Ms. Lansky recommend using it instead of chocolate?

Carob is a substitute for chocolate. It is naturally sweet so sugar is not added and it also has a very low fat content. Chocolate is high in fat, and most chocolate foods are very high in sugar.

READ "It's Delicious. . . It's (More) Nutritious. . . It's Dessert," pp. 53-74.

31. What is Vicki Lansky's all-time favorite dessert recipe?

Her favorite recipe is for "Notto Haveone" consisting of 0 cups flour, 0 cups sugar, 0 tsp. salt, and no dash of anything.

32. What else does she recommend for dessert?

She suggests fruit, cheese and crackers, or a big bowl of unshelled nuts served with nutcrackers.

33. Read the dessert recipes. Choose one to compare with a "regular" cookbook recipe -- for example, compare a "regular" brownie recipe with the "Better-for-you Brownies." What's different about the two recipes?

34. Now make a batch of the Lansky recipe you compare in question #33 -- "Better-for-you Brownies," for example. How does its taste compare with the less nutritious variety?

35. How can you seal cookies in plastic wrap?

Wrap each cookie in plastic wrap. Put the wrapped cookie on a piece of brown heavy paper on a cookie sheet. Don't overlap the cookies. Put in 325° oven for one-two minutes, just long enough for plastic to shrink tightly over cookies.

36. Describe an easy way to "grate" carrots for carrot cake.

Use a 20 oz. bag of frozen cut carrots. After defrosting, chop one cup at a time in the blender. You should then have about 2½ cups of grated carrots.

37. What is "wrong" with most ice cream, according to Ms. Lansky? What kind does she recommend?

Most ice cream contains a lot of chemical stabilizers, emulsifiers, neutralizers, and artificial colorings and flavorings. She recommends buying those labeled "natural" or "no preservatives or artificial flavorings or colorings added."

READ "Sitter Selections. . .Food That Is," pp. 77-83.

38. Why write down all instructions for your sitter?

Write down everything--otherwise your sitter may not know or may forget what you want him/her to do or how to do it.

READ "Eating En Route," pp. 85-90.

39. Describe some advantages of carrying only ice cold water for drinking while traveling.

Spilled water won't stain and isn't sticky. Children may drink less of it, meaning fewer "potty stops." Such drinks as coke are not good for children (or anyone else).

40. What is the food value of a typical fast food restaurant meal?

It will probably provide a day's supply of carbohydrates, a good amount of protein, and very little vitamins and minerals, especially vitamin C. It will be very high in fat and salt content.

READ "Cooking for Kids in a Microwave," pp. 93-101.

41. How can you heat the baby bottle in the microwave?

Remove the nipple and screw cap, then heat one 8-ounce bottle 15-30 seconds if it was at room temperature, 30-60 seconds if it was refrigerator-cold.

READ "If Your Child Can't Drink Milk," pp. 103-113.

42. What is "lactose intolerance"? How is it caused?

Lactose intolerance is the inability to tolerate milk. It is caused by an inability to digest the natural sugar in milk. This in turn is caused by the absence of lactase, an enzyme in the intestinal lining which is needed to break down lactose into simple digestible sugars.

43. If a baby is intolerant to lactose, what kind of formula will s/he need?

S/he will need a soy-based formula.

44. Read the list of foods which contain milk or milk-sugar by-products. List several which most people might assume did not contain milk.

The list includes such items as canned spaghetti, some chewing gums, caramels, frozen fish sticks, and many dry cereals.

READ "To Market," pp. 115-135.

45. Why does Ms. Lansky suggest you do most of your supermarket shopping in the outer aisles?

The outer aisles usually contain the dairy products, meats, produce, frozen foods, and probably the bakery items.

46. What does it mean if sugar is listed as the first ingredient of a food item?

This means the item contains more sugar than anything else.

47. Why should you choose canned fruits packed in light syrup instead of heavy syrup?

Heavy syrup has a lot more sugar in it.

48. Is peanut butter which needs to be refrigerated more nutritious than is the peanut butter which can be stored in the cupboard?

If peanut butter needs to be refrigerated, it probably contains only peanuts and a dash of salt. Other peanut butters usually contain sugar and hydrogenated oil which make it less good for you.

49. What is nutritionally wrong with many of the cereals which children eat?

Many of these cereals contain a lot of sugar, and most of their nutrients come from being fortified rather than from natural nutrients.

50. What is the Cornell Triple Rich Formula?

This is a method of enriching white flour. Before putting flour into your measuring cup, put 1 T. soy flour, 1 T. powdered dry milk, and 1 t. wheat germ in the bottom of the cup. Fill with flour and mix well.

51. Compare the nutritional value of whole wheat flour, wheat flour, enriched white flour, and stone ground whole wheat flour.

Stone ground whole wheat flour is the most nutritious, then whole wheat flour, then enriched white flour. Wheat flour is the least nutritious.

52. Why should you not buy the one-minute cooking kind of oatmeal?

It is less nutritious than is the "old fashioned" which takes only five minutes to cook.

53. What are some disadvantages of using commercial baby foods?

Sugar, salt, and starch are often added to these foods. Buying them is more expensive than preparing your own. Water content is often much higher than in "real" food.

54. At what age do babies need solid food?

Babies don't need solid foods until they are four to six months old.

55. Is skim milk or whole milk probably better for most adults? skim Which is better for children under two years of age? whole milk

56. If you buy a canned beverage labeled "Drink" or "Ade," what are you mostly buying?

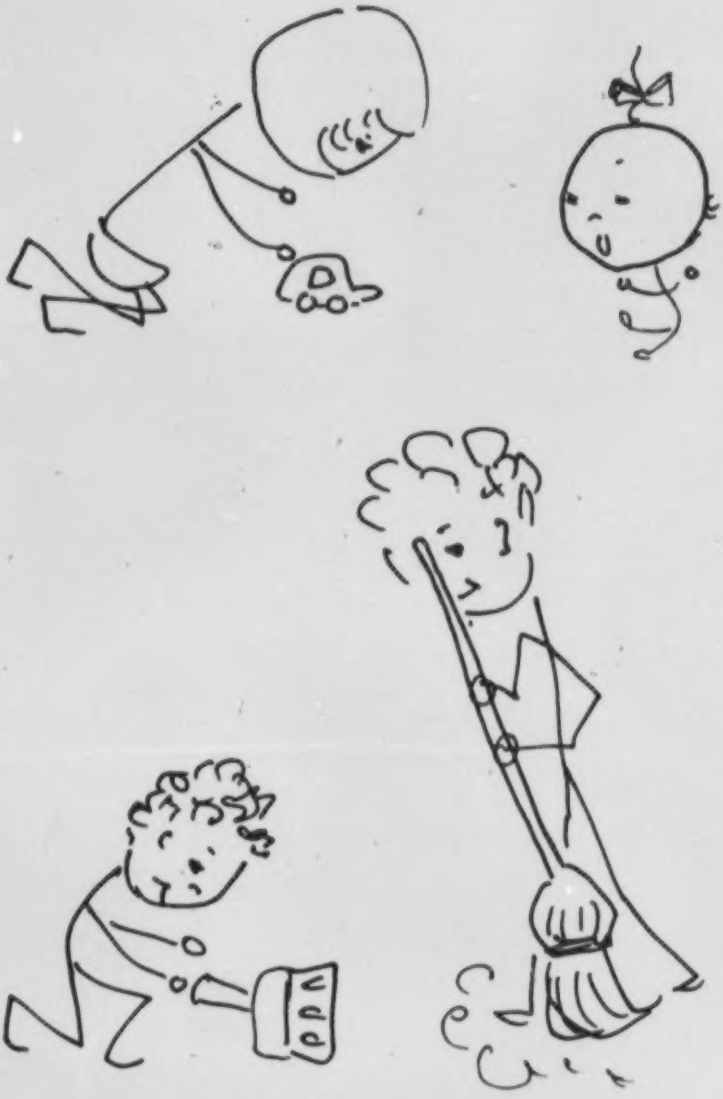
You are buying mostly water.

57. What does Ms. Lansky suggest as a nutritional equivalent of a serving of Tang?

A glass of water and a vitamin C tablet has the same nutritional value as a serving of Tang but without the added junk ingredients contained in the purchased drink.

READ "Contemporary Glossary of Kitchen Terms," pp. 137-140.

58. Evaluate the book. Did you get any new ideas about nutrition? Describe a few changes you might make in preparing food for your children because of this book.



10 EQUAL PARENTING IN EQUAL MARRIAGE

EQUAL MARRIAGE
By Jean Stapleton and Richard Bright

Some of your students may be married while others are anticipating marriage. But it would be a serious mistake to assume in a parenting class that all parents are married. At least one-third of the people in the U.S. under 18 years of age are thought to spend at least part of their young lives in a one-parent home. (See Chapter 11 with its study guide for *A Guide to Pregnancy and Parenthood for Women on Their Own.)* On the other hand, marriage is still an important part of most parents' -- and other people's -- lives. Marriage is an important topic to be covered in a parenting class.

But what "slant" is most rational for high school students? Books concerned with young marriage sometimes offer suggestions primarily for the bride on furnishing a home and cooking tasty meals while living within her husband's income. Adjusting to each other, dividing household work between husband and wife (he is probably mowing the lawn while she cleans the silver), and getting along with in-laws are other favorite topics.

Importance of Commitment and Equality

Far more useful to many of today's young people, however, are the concepts of commitment and equality so ably covered in *Equal Marriage* by Jean Stapleton and Richard Bright. The book, written almost as a how-to manual, describes the losses (almost nonexistent for many couples) and the gains each partner receives in a truly equal marriage.

To the authors, equal marriage means the husband and wife have the same status and responsibility for survival and success. They do not suggest that marriage partners should be alike in skills or appearance or that they must even like the same things.

Parenting Within an Equal Marriage

Two chapters deal directly with parenting: "Equality of Parenthood" and "How to Raise Non-Sexist Children." Suggestions range from the use of same-color blankets in the hospital (blue is more stimulating than pink) to the importance of using non-sexist language with children (all people are equal. . .). The example of parents living an equal marriage relationship is the ideal tool for teaching children people matter regardless of their sex.

A workable -- and gentle -- approach is outlined for working toward equality within an existing traditional marriage. These ideas might help an already-married student whose husband thinks she should be totally responsible for the care of their home and baby in addition to attending school. Or the young man whose student wife refuses to have anything to do with the paying of bills because that's "his job."

Equal Marriage is not especially easy to read and generally should be assigned only to students who read at high school level. If several students read it, they could form a panel to present the book's major points to the entire class.

Some of the study guide questions would be excellent for class discussion even if the entire class has not read the book. It would be ideal to plan the class discussion after the above panel has discussed the concepts of equal marriage. Or the teacher could make the presentation, then open for class discussion.

Equal Marriage

By Jean Stapleton and Richard Bright

STUDY GUIDE

Student Objectives:

1. To become aware of some of the advantages for both partners in an equal marriage.

2. To realize the increased possibility for intimacy and commitment within a marriage in which the partners maintain an equal relationship.

READ "Preface," and Chapter 1, "What Is Equal Marriage?" pp. 7-21.

1. What does "equal marriage" mean? What does it NOT mean?

In an equal marriage husband and wife have the same status and responsibility for survival and success. It does NOT mean being alike in skills, talents, or appearance, or even liking the same things.

2. Describe some of the differences in the ways boys and girls have been reared -- ways that made them "half-persons" according to the authors.

Girls have been reared to take care of the house and boys to earn the money. There are

typical emotional and intellectual differences in traditionally reared boys and girls. Neither partner is then self-sufficient.

3. When one partner is in charge and the other is in a one-down position, what usually happens?

Game-playing often occurs with the one-down person becoming nagging, bitchy, and conniving in order to get her/his way.

READ Chapter 2, "What's in It for You?" pp. 22-35.

4. What "privileges" might a man lose by becoming a partner in marriage instead of the boss of the family?

He might not find a home-cooked meal and clean house every night, and the children may no longer be kept out of his way. He won't be in complete charge of the family's finances.

5. What can a man gain from an equal marriage?

He will have a more satisfying relationship with his wife and a much more loving and caring relationship with his children. His wife will share financial responsibilities.

6. What might a woman lose by having an equal marriage?

In an equal marriage a woman won't be able to depend completely on her husband to provide for her. She may need to get a job. She won't have complete charge of the house and she won't expect her husband to do all the heavy dirty work. She will no longer try to get her way by being emotional.

7. What may she gain through her equal marriage?

She will be able to enjoy the satisfactions of working. Her husband and children will share in the housework and child care tasks. She will have increased feelings of self respect and independence.

8. If a man is working full time and his wife is home full time being housewife and mother, does having an "equal marriage" still mean any sharing of household and parenting tasks, according to the authors? Explain your answer. How do YOU feel about this?

According to U.S. Government figures, the "average" housewife works 90 hours per week. Even if the husband is working "full time," it would seem fair for him also to share responsibilities at home.

READ Chapter 3, "Commitment and Equality," pp. 36-44.

9. The author writes, "Equal partners work on problems with each other instead of complaining to friends" (p. 39). What do they mean? Explain by describing a situation within a marriage, either imaginary or real (preferably not from the book) which illustrates this point.

10. Does equality in marriage mean lack of commitment? Explain your answer. Include YOUR definition of "commitment."

The authors explain in detail why equal marriage does NOT mean lack of commitment.

READ Chapter 4, "Who's the Boss?" pp. 45-53.

11. What is the best way for an "equal" couple to make decisions, according to the authors? Give an example (not from the book) of such a decision made by a married couple.

The book highly recommends joint decision making.

12. Do YOU feel that a woman should always be ready to move if her husband wants to go to another city to work? Explain your answer, preferably with an example.

13. Does having an equal marriage mean you and your spouse see only people you both like? Does it mean that in your spare time you are always together? If not, what do the authors recommend?

The authors suggest seeing friends the other spouse doesn't care for at times you can't be together anyhow. They also suggest each person have some activities s/he occasionally does without the other.

READ Chapter 5, "Household Chores and the Essence of Equality," pp. 54-63.

14. Explain the author's comment, "Don't confuse the word share with the word help" (p. 62).

Share implies equal responsibility for a task while help suggests the task is really the responsibility of one spouse only. If the other person helps perform that task, s/he is doing the other a favor.

15. Describe a day in the lives of equal marriage partners -- real or imaginary. Does the couple have children? Is the husband and/or wife working away from home? Think of the tasks that would need to be done during that one day. Who will do which ones? Write at least a page, preferably several pages.

READ Chapter 6, "Sexual Equality Means Sexual Satisfaction," pp. 64-75.

16. In a truly equal and committed marriage, will either spouse ever say no to sex with the other? Explain.

The authors write that each spouse should feel free to ask for sex whenever s/he wants to, but the other person should also feel free to say no (kindly) if s/he is tired, not feeling well, or simply not in the mood.

READ Chapter 7, "Equality of Parenthood," pp. 76-88.

17. Why do single parents need to give their children experiences with adults of the opposite sex?

If boys don't interact with men, but only with Mother, they may have trouble being able to learn "how to be a man" and may grow up thinking it is better to be a woman. Girls who aren't close to a father or father substitute may have trouble relating to men later.

18. Which do the authors suggest would be harder on children -- growing up in a single-parent home with other-sex adults interacting with the children, or growing up with both parents in the home, but only one parent actively caring for the children?

The two-parent home could be worse because the children are apt to think that the non-caregiving parent is rejecting them.

19. Who are the "real winners" in equal parenting? Why?

The real winners are the parents, especially the father. Instead of being the seemingly absent parent, he will, through his equal parent role, have his share of the real rewards of being a parent.

20. How do YOU feel about the idea that men really can't take care of babies, that only Mother really knows how?

21. What are some of the things a couple might think about before they decide to have children?

Do they want to spend the huge amount of time necessary for caring for children? Can they financially afford a child? Are they willing to tackle the added work caused by having a child and the resultant restrictions on their freedom?

22. Why do the authors feel that parents must put their marriage ahead of the children -- and that this is important for the children as well as for the parents?

Children suffer if a marriage breaks up.

23. In an equal marriage in which both partners are working away from home, who "should" stay home with a sick child?

There is no "should"--each partner's work is equally important. The decision needs to be made on the basis of which one can manage to leave work, the father or the mother.

24. Discuss the idea that parenthood is a part-time job.

The authors point out that tiny infants need a great deal of care, but as they grow into toddlers, then children, then adults, they become more and more independent and need less and less from their parents. Parents MUST have satisfactions in life other than their children.

READ Chapter 8, "How to Raise Nonsexist Children," pp. 89-105.

25. The book tells us children learn how to behave as adults from their parents. Do they learn mostly from what their parents tell them? Explain your answer.

No, they learn much more from parents' actions than from what they are told.

26. How are children pushed into sex roles immediately after birth in the hospital?

Boys are wrapped in blue blankets--a more stimulating color than pink. Nurses are more apt to soothe girl babies when they cry and to praise boys for their "good lungs" when they cry.

27. What kinds of toys are suggested for girls? For boys? Why?

Give dolls and cars to both boys and girls so they can practice being parents and driving cars. Both need a variety of occupational toys, also. Neither should be given traditional one-sex toys only.

28. What kinds of things should you teach your boys? Your girls? Why?

You need to teach both boys and girls all the skills you have for running a household and leading an independent life.

29. What does language have to do with rearing nonsexist children?

If children hear you say, "Every man has a right. . ." they will think you are excluding women. Talking about mailmen, firemen, etc., teaches children that only men can do these jobs. (The book explains that language really does affect thinking.)

30. What are YOUR viewpoints on the suggestions for "nonsexist" dating given on pp. 96-97?

31. What do the authors mean when they write of "innoculating" children against sexism? What is the purpose of this innoculation?

If a child is treated as a person, not just a boy or just a girl by parents from birth, s/he will be "innoculated" against (become immune to) the sexist indoctrination s/he will face in school and from other people.

32. Is rearing a child in a traditional or a nonsexist way less apt to make him/her become a homosexual?

Raising children in a nonsexist manner will make them less apt to become homosexual, the authors explain.

READ Chapter 9, "How to Get to Equality from Where You Are," pp. 106-124.

33. When is the easiest time to begin an equal marriage?

Easiest time is before marriage so you can choose a partner interested in equal marriage.

34. Write a paragraph discussing the things to look for if you want an "equal" marriage partner. Include some of your own ideas as well as those of the authors.

35. How do YOU think the behavior of men and women should differ?

36. If someone says intellectually s/he can accept equality between spouses but emotionally s/he cannot, how can her/his attitude probably be changed?

If a person can ignore these emotions for a while and make a small, specific change in behavior, a changed emotional outlook will generally follow.

37. Describe a specific couple's (you and your date or spouse, your parents, or friends) attitudes and actions toward sex roles.

38. What would you do with your life if you did not get married and/or have children? How would it be different from your ideas of life with a spouse and/or children? Consider your choice of job, where you would live, hobbies, recreational activities, etc., in your comparison.

39. In what ways have you been discriminated against because of your sex?

40. Why is it so important that you share with your spouse your thinking concerning an equal marriage -- and any other issue you care about?

Communicating with each other is the most important part of a satisfying marriage.

41. AFTER you read the rest of the chapter, look at the paragraph you wrote for #36. Choose an action one person in this couple would like the other to change. Describe how s/he might bring about such a change.

READ Chapter 10, "Intimacy: The Reward of Equal Marriage," pp. 125-132.

42. After you read this chapter, describe an intimate relationship in your own words.

> The authors describe many aspects of an intimate relationship. They repeat that to be truly intimate a marriage must be equal and must be free of game playing. It is a commitment to sharing the thoughts, feelings, and lives of two people.

READ "Epilogue: Keeping Your Name--Symbol of Equality," pp. 133-140.

43. How do Jean Stapleton and Richard Bright feel about a woman taking the man's last name when she marries him? Why do they feel this way?

> They feel a woman "needs" to keep her own name as much as a man does. Taking his name puts her in a one-down position with which to begin the marriage.

44. How do YOU feel about this matter?

45. Please evaluate the book. Did you agree with part of it? Disagree? Did it give you any new ideas? What was your general reaction to the book?

11 IF SHE'S PREGNANT . . .

A GUIDE TO PREGNANCY AND PARENTHOOD FOR WOMEN ON THEIR OWN
By Patricia Ashdown-Sharp

Since about eleven percent of all young women become pregnant during their high school years, most parenting classes include a pregnant student at least occasionally. Some schools offer a special class for school age parents. Whatever the situation, the teacher will try, as always, to meet the needs of her/his students and not the needs of that hypothetical high school population "out there."

This special needs concept could translate into an entire class on single parenting if that's the make-up of the group. Even if the class consists of non-parent and non-pregnant students, the curriculum should include discussion and information on the needs of single parents. Single parenting is a reality many people must face at some point in their lives.

Options for Single Women Who Are Pregnant

A Guide to Pregnancy and Parenthood for Women on Their Own is a recently published book which describes in detail the alternatives available to a young pregnant woman or single mother. The importance of early diagnosis of pregnancy is stressed so that the young woman will have time to consider her options of marriage, abortion, adoption, and single motherhood.

A good description of the various methods of abortion and the comparative risks and possible trauma

associated with each are included. Adoption and foster care are discussed as well.

Financial Problems of Single Mothers

The 40-page section on single parenting details the fact that most single mothers have financial problems. The book quotes a British study (pp. 101-103) which shows additional problems for children with an unmarried or widowed parent only if comparative financial situations are ignored. Comparing like-income two-parent families with never married or widowed parent families shows little difference so far as children's adjustment is concerned. Children of divorced and separated parents tend to have more problems even if income is comparable to the two-parent family.

The author bemoans the tremendous shortage of day-care centers in the United States. She discusses at length the need for a single mother to be self-sufficient and she cautions against considering AFDC (Aid to Families with Dependent Children) payments adequate for more than barest survival. One section, "A Strategy for Survival: Sources of Help" lists and describes organizations and publications of help to the single mother.

Comparison of Family Planning Methods

Contraception is discussed in the last chapter. Offered is a detailed discussion of the different methods of birth control together with data concerning the comparable effectiveness and risks associated with each one. The study guide which follows contains a few questions on this chapter. However, easier to read, more simply written materials on birth control can generally be obtained by calling a local Planned Parenthood office or Public Health clinic.

A Guide to Pregnancy and Parenthood for Women on Their Own was not written especially for high school students. Rather it was designed for women of whatever

age who need help with options and other information concerned with unmarried pregnancy and parenthood. The student guide is written for general high school use, not directly to the pregnant student. (So often a student who is in the early stages of pregnancy prefers to talk about "this friend who is pregnant.") At least part of the book -- discussion of involving the father in a relationship with the child, for example -- would be of interest to young men.

Other Resources for Single Parents

The Single Parent Experience by Carole Klein (see bibliography) would be a good follow-up to *A Guide to Pregnancy and Parenthood for Women on Their Own.* It is written with the underlying viewpoint that single parenthood is a way of life that is neither good nor bad in itself, but depends on what one makes of the experience. It is a life style that can have a lot going for it -- or that can be undertaken for questionable reasons of ego and self-gratification. Study guide for *The Single Parent Experience* is included in *They'll Read If It Matters: Study Guides for Books About Pregnancy and Parenting* by Lindsay (see bibliography).

Also check the bibliography for descriptions of "One-Parent Families" (HEW booklet) and *Mama, The Sourcebook for Single Mothers* edited by Karol Hope and Nancy Young.

They'll Read If It Matters, written especially for pregnant students and school age parents, includes two other study guides specifically concerned with the young woman who is single and pregnant. They cover the following books.

Single and Pregnant By Ruth I. Pierce is not a new book, but is another excellent resource to offer a student who is pregnant, knows someone who is, or is worried that she might be. It is a little easier to read than *A Guide to Pregnancy and Parenthood for Women on Their Own* and covers some of the same material concerning available alternatives.

Easy Reading Resource

Even easier to read (written at a fifth grade reading level) is *Having a Baby: Pregnant and Unmarried* by Maxine Phillips. It is available either as a self-contained pamphlet or as a chapter in the book titled *Having a Baby* edited by Kay Koschnick (New Readers Press). It discusses in brief and easily read fashion the options open to a person who is pregnant and not married.

A Guide to Pregnancy and Parenthood for Women on Their Own would generally be assigned only to an occasional student with special needs. It could be utilized as a special assignment either in addition to other class work or in place of another two or three week assignment.

A Guide to Pregnancy and Parenthood For Women on Their Own

By Patricia Ashdown-Sharp

STUDY GUIDE

Student Objectives:

1. To learn of the options available (adoption, abortion, marriage, single parenthood) for young women who are single and pregnant.

2. To become aware of the special needs and problems of single mothers.

READ Chapter 1, "Diagnosing Pregnancy," pp. 3-18.

1. Why is it important for a woman to know if she is pregnant as early in the pregnancy as possible?

   If she is pregnant, she needs medical care early in her pregnancy. She will have time to think about her options--abortion, adoption, continuing her pregnancy--and to make the best decisions for herself.

2. List some common symptoms of pregnancy.

   These symptoms may include a missed period (but some women have some bleeding after becoming pregnant), nausea, changes in the breasts, frequent urination, and/or mood changes.

3. Briefly describe three possible methods of preventing or stopping pregnancy after intercourse.

1. The "Morning After" pills are a series of pills to be taken during the five days following intercourse. A number of problems are linked to the method.

2. Inserting a copper IUD after intercourse will probably stop the pregnancy, but this, too, has some disadvantages.

3. "Menstrual extraction" is really a form of early abortion. If done within 7-14 days after the first day of the missed period, and if done by a qualified person, it is probably the safest method of abortion.

4. What are three ways of checking whether or not a woman is pregnant? At what stage of pregnancy can each be used?

Pregnancy can be diagnosed within six weeks after conception with a urine test. The new blood test can give an accurate diagnosis a day after the first missed period. A doctor can diagnose pregnancy with an internal examination after two months of pregnancy.

5. In most states will a doctor or clinic tell a young teenager's parents if she gets a pregnancy test and/or is pregnant?

No, most states have laws stating that a minor can get pregnancy-related medical services without her parents' consent.

6. What are some things to watch for when choosing a doctor or clinic for a pregnancy test?

If a doctor or clinic seems to be pushing toward abortion before pregnancy is verified, be suspicious. Checking with Planned Parenthood or the National Organization for Women for reputable clinics is wise.

READ Chapter 2, "Deciding What to Do," pp. 19-31.

7. If a woman tells the man who impregnated her that she is pregnant, what possible problem might this give her in her own decision-making?

She may have a harder time making her own decision as to what to do about the pregnancy -- and the author states that this should be HER decision and no one else's.

8. Will a good counselor tell you what to do? If not, why not?

No, a good counselor won't tell you what to do. S/he will try to help you think about your situation so that YOU can make the best decision for yourself.

9. Look at the chart on pp. 30-31 which gives reasons for and against marriage, abortion, and single motherhood. Try to add other arguments for and against each of these choices.

READ Chapter 3, "Marriage," pp. 32-40.

10. According to the author, is marriage the first decision one should make if she learns she is pregnant? If not, what is that first decision?

She writes that the important question is whether you want a child or not. This decision should not be dependent on whether you are married or not.

11. Why might a couple decide to postpone marriage for a while rather than getting married as soon as possible after they learn of the pregnancy?

They may not really know how they feel about each other. The pregnancy may have thrown them into such a state of confusion that they

can't think clearly. It may be wise to wait a while before deciding about marriage.

12. Why might a single mother be worse off financially if she lives with the child's father or some other man than if she lives alone with the child?

She usually will not qualify for AFDC if she is living with a man because it is assumed that he is supporting her and the child.

READ Chapter 4, "Abortion," pp. 41-65.

13. What percentage of all pregnancies miscarry? At what stage in pregnancy do most occur?

Between 15 and 25 percent of all pregnancies miscarry, usually before the 12th week.

14. Why should a young woman see a doctor if she thinks she has already miscarried and is feeling all right?

She might need the doctor to remove the remains of an incomplete miscarriage which otherwise could cause infection. She also needs to know for sure that she is no longer pregnant.

15. What are probably the two least traumatic methods of abortion, and at what stage in the pregnancy can each be performed?

A menstrual extraction can be done within 14 days of an overdue period, and this is probably the least traumatic method. The method most used is suction which can be done up to 13 weeks after gestation.

16. What is wrong--rather, left unsaid--in the comment on p. 50 that statistics show the risk of death from abortion during the first 12 weeks of pregnancy is less than the risk of death from regular use of contraceptives such as the pill or IUD?

The statistics refer to only ONE abortion while the statistics concerning contraceptives refer to their use over a period of time--time during which the non-user would be apt to need several abortions, thus rapidly increasing the statistical risk.

17. Is there a higher percentage of physical and/or emotional problems after abortions or full term deliveries?

Generally the full term deliveries have a higher rate of such problems.

READ Chapter 5, "Pregnancy," pp. 66-86.

18. What is involved in prenatal care?

Prenatal care consists of a series of routine medical tests and checkups to verify that pregnancy is progressing normally. If something doesn't seem to be quite normal, the woman will be given appropriate care.

19. What is the purpose of prepared childbirth classes?

These classes teach women and their coaches what to expect before, during and after delivery. They also teach methods which help the woman control the process of delivery.

20. Can a woman be fired from her job because of pregnancy? If so, under what circumstances?

Legally she can't be fired because of pregnancy, but firms having less than 15 employees are exempt from this rule.

21. Can a school legally ask a student to leave because she is pregnant? Why or why not?

No--Title IX Guidelines, which apply to most schools in the U.S., prohibit such action.

READ Chapter 6, "Adoption and Fostering," pp. 87-98.

22. Why do some mothers choose to relinquish their child for adoption?

Some want their child to have two parents and a reasonably secure future. Some feel they simply can't provide a suitable home for the child. Some feel they can't cope emotionally with having a child at this time.

23. Discuss what you think adoption workers mean when they suggest that adoption is giving something TO your child rather than giving the child away.

24. Explain the difference between adoption agencies and independent adoptions. Which are considered safer for the child?

Adoption agencies are organized to handle adoptions. They act as go-between for the biological and adoptive parents. An independent adoption is an arrangement between the biological mother and the adoptive parents, often with a lawyer or doctor as a go-between. Agency adoptions are considered safer because they usually choose the adoptive parents more carefully.

25. What are the steps in the adoption process? At what point can the biological mother no longer change her mind and get her child back?

She can change her mind until she signs the consent form (which must be after delivery). She can probably get the child back by going to court throughout the interlocutory period. As soon as the court has granted the final adoption decree, however, she no longer has any rights over the child.

26. What is foster care? How is it different from adoption?

The child's parent keeps custody rights to the child while s/he is in foster care. The parent loses all parental rights when the child is placed for adoption.

READ Chapter 7, "Bringing Up a Child on Your Own," pp. 99-140.

27. What fraction of all children in the U.S. spend at least part of their childhood in single-parent families?

One-third, perhaps almost one-half of the children in the U.S. live in single parent families during part of their childhood.

28. In a paragraph, discuss the economic problems faced by many, probably most single parent families. Are single mothers even more than single fathers apt to have money problems?

Answers will vary. Median earnings of women who headed families in 1974 were less than half that of male family heads.

29. According to the British study of single parent children, which most affects a child's development, economic difficulties or the absence of a parent?

Children from single-parent homes were reported to have more problems than children who had both parents living with them. However, when one- and two-parent families with similar incomes were compared, the differences were small or did not exist.

30. What did the study show concerning the children of widows and unmarried mothers compared to the children of divorced or separated parents?

Having divorced or separated parents seemed to add extra problems to children's lives while a widowed or never-married mother did not (so long as economic problems are considered).

31. How does the author feel about children maintaining close ties with <u>both</u> parents after a divorce?

She thinks it is very important to a child to feel--and be--close to both parents.

32. If you are a girl, pretend that you are a single mother. The father of your child vanished when he learned you were pregnant. What will you tell your child about her/his father? What can you do, other than marrying someone else, to help your child interact with men?

If you are a boy, pretend that you are the father who left as soon as you learned your girl friend was pregnant. What do you want her to tell your child about you? What ideas do you have to help her cope with the situation?

33. Discuss the good and bad aspects of a young single mother and her child living with her parents.

Answers should discuss probable increased help combined with decreased independence and problems involved in 3-generation living.

34. AFTER you read pp. 106-113, comment on the sentence quoted on p. 113: "To need a man because you love him is far healthier than to love him because you need him." What does the author mean? How do YOU react to this statement?

35. What does the author say about single mothers relying on AFDC for financial help? Will there be enough money to live "normally"?

Living on welfare is living on about the lowest income possible.

36. Compare the number of places available in day care centers in 1945 and in 1975. Explain the difference.

In 1945 there were 1,500,000 places because the government wanted mothers to work because of the war industries. At the end of the war many of these centers were closed. In 1975

there were about 1,000,000 places in day care centers.

37. How many mothers of preschool children work today? What fraction of them are single mothers? What does this say about the need for day care?

About 6,000,000 mothers with children under six are working. About 2/3 of them are single mothers. Obviously more day care centers are badly needed.

38. Is it legal not to hire a woman simply because she is a mother? If not, what can a woman do who thinks she is facing this kind of discrimination?

No, it is not legal to discriminate against a woman because she is a mother. If this happens, the woman should file a complaint with the Equal Opportunity Employment Commission, Washington, D.C. The EEOC will tell the employer about the charge, and will investigate the matter. If the EEOC finds the claim valid, they can file against the employer in the U.S. District Court.

39. In order to receive AFDC money, does a single mother have to tell authorities the name of the child's father?

Yes, she is required to give his name.

40. If a person has a problem getting AFDC assistance, where can she go for help?

Probably the best people to ask for help are Welfare Rights workers and advocates.

41. Read the rest of the chapter so that you will have an idea of the help available to single women. This book is written specifically for women. Do you think a single man might sometimes need some of the kinds of help described? Why does the author assume that women are more apt to need help?

Answers will vary but should include some mention of the fact that women on the average earn far less money than do men even if they have similar educational backgrounds and sometimes even similar jobs.

READ Chapter 8, "Contraception," pp. 141-181.

42. If a sexually active woman uses no contraceptive for one year, what are her chances of becoming pregnant?

Her chances of becoming pregnant are as high as 85-90 percent.

43. What is the most popular method of birth control? How effective is it in preventing pregnancy?

The pill is the most popular. It is very effective if taken regularly.

44. Why should a woman have a medical check-up before she goes on the pill?

The pill should not be used unless she is in good health.

45. Why do some Planned Parenthood clinics suggest that women should use an additional method of contraception during the first three months after insertion of an IUD?

There seems to be a slightly greater risk of the IUD being expelled from the body during the first three months after insertion.

46. Why are more women using the diaphragm now than was the case a few years ago?

Some women are shifting to the diaphragm because of the possible side effects of using the pill or IUD.

47. How effective are condoms at preventing pregnancy? What could cause a lower success rate?

About three couples out of 100 who use condoms will become pregnant within a year. The condom won't work if it has holes in it, if it breaks during intercourse, or if the man lets sperm go into the woman's vagina as he withdraws.

48. What is the failure rate for foam when used by itself as a contraceptive?

Variation is great, but about 15 pregnancies per 100 women per year are apt to occur if foam alone is used.

49. How can the use of foam be made more effective?

It works best when used with the diaphragm or condom.

50. Is withdrawal an effective method of birth control?

No, withdrawal is not effective.

51. At what age can young people in your state get contraceptives without their parents' consent?

Answers will vary. The book states that under federal law parental consent is not required for young people who ask for the contraceptives under a government subsidized family planning program or a minor who is already receiving welfare. Otherwise, state laws differ. California, for example, and a number of other states allow minors to get contraceptives without parental consent at any age.

52. Evaluate the book. Who do you think might like to read it?

12

SPECIAL HELP FOR SPECIAL PEOPLE — SCHOOL AGE PARENTS

"Children having children" is a popular phrase. Countless newspaper and magazine articles have been written recently about the "epidemic" of school age pregnancies. Problems faced by these teenage parents, most of whom keep their babies, are being discussed and researched by professionals and faced directly by the young parents themselves.

More than 600,000 babies, one-fifth of all children born in the United States, are delivered to teenagers each year, according to data from Planned Parenthood Federation of America. Most high schools have at least a few school age parents living in their attendance area.

Hopefully, these young people are more and more apt to remain in school until they have graduated. At least a high school education plus job training are essential for teenagers who are also mothers.

Title IX's Effect on Pregnant Students

Some high schools still "push" girls out during at least part of their pregnancy -- even though this is in direct violation of Title IX regulations prohibiting sex discrimination in the schools. These regulations, in effect since July, 1975, have the force of law and apply to all educational institutions receiving federal aid. They specify that no student may be excluded from school because of pregnancy or marital status.

Any student who feels she is unwelcome at her school because of her pregnancy or because she is a mother should check with the person in charge of enforcing Title IX regulations in her school district.

Even if a school offers the best parenting class possible, it won't help young parents who have dropped out of school. Encouraging these young parents to complete their education is one of the most challenging tasks faced by our schools.

Let's assume, however, that your school does contain some school age parents. Perhaps you are teaching in one of the few districts in the country fortunate enough (and wise enough) to offer child care for their students' children.

How can parenting be most effectively taught to these young people? Will methods, attitudes, resources, and suggestions differ from those used in a "regular" parenting class (meaning a class of non-parents)?

Importance of Working with Babies

Many teaching techniques won't be different. If at all possible, work with babies and preschoolers should be assigned to all students in parenting classes. Hands-on learning is almost always more effective than "straight" book learning. It is especially important that pregnant students work with infants before they must take care of their own. Working in an infant center can give a pregnant student valuable experience which may help her make her decision either to keep her child or to relinquish for adoption.

If students already have children of their own, the modeling they encounter in a well-run infant and child care center can be the most important aspect of the parenting education they receive. When a young mother sees a mature adult whom she likes and respects showing patience and loving concern for a two year old child in the middle of a temper tantrum, she may finally realize her own child is not being naughty when s/he does the same thing. When she observes a teacher pleasantly helping a young child learn how to use the bathroom (but not at a too-young stage), perhaps she will understand this, too, can happen without a lot of frustration either for her or for her child.

Teacher Must Respect Parent-Student

One aspect of teaching parenting does differ radically in teaching school age parents vs. teaching non-parents. This is the teacher's basic attitude toward the students. Teaching parenting to non-parents is far more personal than is teaching U.S. History or math, but the teacher usually maintains her/his role as teacher/resource person. In fact, in most high school classes the students probably consider their teacher an expert in the subject whether it is U.S. History, math, or parenting.

When teaching school age parents, however, the teacher is not the expert! At least, not the expert who has all the answers for raising someone else's child. S/he MUST remember that the "students" are mothers/fathers first, students second.

Young parents usually face a seeming army of experts. Mother, Grandmother, and other relatives often are outspoken in their criticism of her mothering abilities. Her doctor probably gives her very little of his time, but still is quite specific in his directions concerning caring for her child.

If the young mother encounters still different instructions on child care at school, she is apt to feel pulled in too many directions. She may become very confused and unsure of herself -- or she may assert herself as Kelly did.

Young Mother's Concern for Discipline

Sometimes a young parent "knows" her child will be "bad" if she doesn't punish her/him enough. Kelly was such a parent:

> Soon after Kelly, 16, and Susan, 15 months, enrolled in our school's high school classes and Infant Center, an event occurred which almost stopped the entire process of learning in which mother and child were involved.

In spite of the absolute rule against hitting a child in the Infant Center, Kelly late one afternoon slapped her daughter's hand when the little girl attempted to grab a toy from another child. The Infant Center director, who probably had had a hard day, came down strong.

"There will be absolutely no hitting of children in this Center," she aggressively stated. (She was "right," of course -- state funding could even be endangered -- and rightfully so -- for a Center which allows babies to be hit.)

Kelly and Susan walked out of the Center vowing not to come back. Several other young mothers were also upset because, as they reported to their English teacher, the Center "had no right to tell a mother what to do with her own child."

The English teacher was concerned at the thought of Kelly, an intelligent former school dropout who finally was "getting it all together," dropping out again. So she dug out a copy of a favorite resource on discipline, put it under her arm, and headed for Kelly's house after school.

Kelly, an astonishingly mature 16-year-old, was willing to talk with her English teacher -- but said she was never going back to that Infant Center again. As she talked, she explained her concern that Susan would grow up to be "bad" like herself. Kelly felt her own parents had been too lenient with her and with her older brother and little sister.

"Look what happened to us," she commented as she reminded the teacher of her own problems in the past and of her fear that her little sister was following her example.

"Disciplining" Susan was of utmost importance to her because she loved her so much and wanted desperately to "bring her up right."

Kelly agreed to read *Discipline* (for English credit, of course).

Next morning she came back to school and reported in wonderment that the booklet had given her many new and different ideas about helping Susan learn how to behave.

P.S. Kelly and the Infant Center teacher were each mature and self-confident enough to discuss their differences without either one insisting that the other realize she was "right." Kelly did bring Susan back to the Center where she stayed until her mother finished high school.

The above example illustrates a seemingly unsolvable problem which may be encountered if the teacher thinks of the young mother simply as a student who can be told what to do in caring for her own child. It also shows a solution of a problem, a solution brought about mostly through accepting the young mother as the "expert" with her own child, but helping her become more "expert" in ways she can accept.

Consider Parent-Student an Adult

A teacher can't let students hit children while they are under her/his care. But s/he can remember s/he is discussing child care with another adult who has strong convictions of her own and who loves her child and wants the best for that child. Of primary importance to both mother and teacher is the welfare of the child.

How would we act if we were teaching a class composed of 25-35 year old parents? If we disagreed with one of our students, how would we handle it? We probably would, first of all, accept the parent's attitude/action, then attempt tactfully to help her/him change the

attitude/action we consider not good for the child. A 15 year old mother needs our acceptance, caring concern, and tactfulness as much as, probably more, than does the older parent.

Importance of Good Self-Esteem

Another important point to remember is that parents must think well of themselves before they can think well of their children. They can't handle parenting satisfactorily until they like themselves.

Non-parent students need high self-esteem, too -- we all do -- and a parenting class can include curriculum, methods, and, most important, an atmosphere conducive to building high self-esteem among all the students.

When one is teaching young parents, the matter of self-esteem deserves highest priority. Most young mothers either already know or learn quickly how to feed, bathe, and diaper a baby -- they don't need much help in this area. But many young mothers desperately need to build up their self-esteem. Having a baby at 15 in our culture is more apt to tear down one's self-esteem rather than build it up.

The self-fulfilling prophecy is a valuable construction for any teacher. If we think well of our students and expect them to achieve, they are far more apt to do so than if we seem to think they really can't quite make it. We must carry this philosophy over to the teaching of parenting to school age parents. We must show a lot of faith in and love for our students, and we'll help them accomplish our joint goal -- they will become more competent, loving parents. Jenny's teacher understood this important concept:

> Jenny didn't come back to school until six or seven weeks after the Caesarean birth of her daughter, Tammy. When she did, she insisted on spending most of her time in the Infant Center rocking Tammy.

The Infant Center teacher was concerned that Tammy was not learning to go to sleep by herself. She thought Tammy was becoming (or remaining) too dependent on her mother. She gently suggested this to Jenny, but Jenny insisted that during those weeks at home she had had time to work out a pattern satisfying both to herself and to her baby, and she thought it best to continue that pattern. The teacher dropped the subject.

Jenny was breastfeeding Tammy and, for several weeks, she continued to rock her to sleep after each feeding. The teacher offered to help Jenny, but didn't insist. Gradually Jenny became more absorbed in her classes again, and was more and more willing to leave Tammy with the Infant Center staff when the baby was fed and ready for bed.

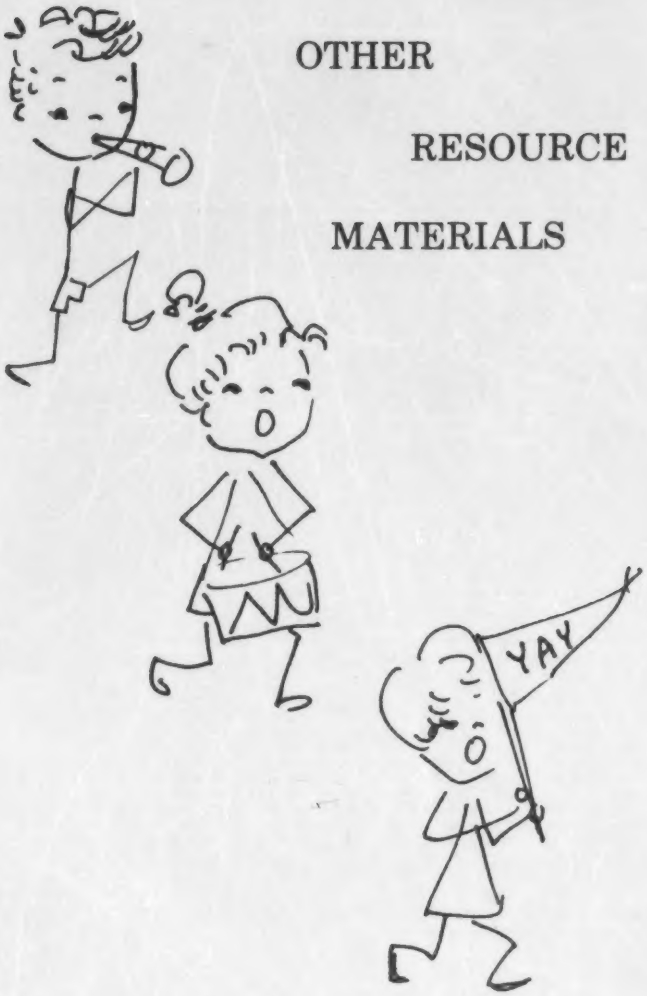
The "problem" of too much rocking and not enough bed rest for Susan was solved without the teacher insisting that Jenny was wrong.

The above example may not seem earthshaking. Some of us feel it is almost impossible to over-rock a baby. To this particular teacher, however, it was a problem. The way she handled the situation demonstrates an effective way of helping young mothers cope with more serious problems without damaging their already tenuous self-esteem. She respected Jenny's judgment, but at the same time created a comfortable, reassuring atmosphere for change.

An infant/child care center on campus or nearby is the best possible asset for teaching parenting skills. If your school doesn't have one, check with your district administrators, perhaps with your state's education department. Find out what funding is available.

These special people -- our school age parents -- need our help. Sometimes it takes a teacher who cares to make a difference!

OTHER RESOURCE MATERIALS



OTHER RESOURCE MATERIALS--
OUR "TOP SIXTY"

The ten books covered by the study guides in *Parenting Preschoolers* are, of course, our top favorites for learning about children aged one to six. See pages 11-12 for directions for ordering these ten books.

BOOKS ABOUT PREGNANCY AND INFANCY

Lindsay, Jeanne. *They'll Read If It Matters: Study Guides for Books About Pregnancy and Parenting* and *You'll Read If It Matters, A Student Manual*. 1977, 244 pp. and 140 pp., pap. $7.95 and $4.95 respectively. Morning Glory Press, 6595 San Haroldo Way, Buena Park, CA 90620.

Format of this set of books is similar to *Parenting Preschoolers*. Study guides are included for fifteen of the best, already-in-print books about pregnancy and parenting an infant. *They'll Read If It Matters* also contains an annotated bibliography of sixty other books about sex education, birth control, pregnancy and birth, prenatal nutrition, babies and parents, and personal experience.

NOTE: *They'll Read If It Matters* and *You'll Read If It Matters* contain study guides for the following fifteen books:

Arms, Suzanne. *A Season to Be Born*. Photographs by John Arms. 1973, 112 pp., pap. $3.50. Harper Colophon Books, Harper and Row Publishers, Inc., 10 E. 53rd St., NY, NY 10022.

The book doesn't give a lot of detailed information about pregnancy and childbirth, but it does a beautiful job of expressing one person's feelings about herself and her baby during this important time.

Brenner, Erma. *A New Baby! A New Life!* Illustrations by Symeon Shimin. 1973, 127 pp., lib. bdg. $5.72. McGraw-Hill Book Co., 1221 Avenue of the Americas, NY, NY 10036.

A beautiful book with a short simple text which could be read by third graders, yet is almost lyrical in its beauty. Illustrations depict babies from a variety of ethnic groups.

Coffin, Patricia. *One Through Six: How to Understand and Enjoy the Years That Count*. Photographs by James Hansen. 1972, 155 pp., pap. $4.95. Collier Books, The Macmillan Publishing Company, Inc., Riverside, NJ 08075.

Ms. Coffin is a mother and a journalist. The book is an appealing picture story of her daughter, Dionis, during her first six years. Each yearly section of photographs is followed by a few pages of readable, relevant, and researched information about that stage in a child's life.

Day, Beth, and Dr. H. Margaret Liley. *The Secret World of the Baby.* illus., gr. 5 up. 1968, 108 pp., PLB $5.69; pap. $3.95. Random House, Inc., 457 Hahn Rd., Westminister, MD 21157.

Includes information on prenatal development along with material on the emotional development of the baby after birth. It is written at fifth grade reading level and will interest most high school students.

Gordon, Sol. *Facts About Sex for Today's Youth.* Illus. by Vivien Cohen. 1973, 48 pp., $5.50; pap. $1.90. John Day Company, Inc., 666 Fifth Avenue, NY, NY 10019.

A simply written, basic sex education book.

Greenberg, Henry F., Saul H. Jacobs, Thomas B. Conrad. *Child Care.* 1975, 173 pp., pap. $6.95. Sutherland Learning Associates, Inc., 14654 Oxnard St., Van Nuys, CA 91411.

Primarily concerned with physical development and physical problems, this is a colorful, easily read book with at least one illustration on each page. Text is brief and well written and well laid out in a variety of type.

Klein, Carole. *The Single Parent Experience.* 1973. 285 pp., $7.95. Walker and Company; pap. $1.95. Avon Book Division, The Hearst Corporation, 959 Eighth Avenue, NY, NY 10019.

Not an easy to read book, but it is a good coverage of the topic of single parenting. Average high school readers may find much of the book highly interesting.

Koschnick, Kay (ed.). *Having a Baby.* 1975, 159 pp., pap. $2.75. (Chapters also available as separate booklets: "Conception and Pregnancy" by Norah Shipstone and Karen Winget, $0.50; "Prenatal Care" by Katie Baer, $0.50; "Giving Birth" by Katie Baer, $0.50; "The First Six Weeks' by Katie Baer and Jean Oates, $0.70; "The Baby and the Family" by Maxine Phillips, $0.50; "Pregnant and Unmarried" by Maxine Phillips, $0.50; "Planning Your Family" by Maxine Phillips, $0.35.) New Readers Press, Laubach Literacy, Inc., P.O. Box 131, Syracuse, NY 13210.

Having a Baby is an excellent resource for high school students learning about pregnancy and parenting through the first few weeks after delivery. It is written on a fifth grade reading level but is designed for adult readers. The book and pamphlets present reliable information in an interesting manner.

Lansky, Vicki. *Feed Me -- I'm Yours.* 1974, 120 pp., spiral bdg. $3.95. Meadowbrook Press, Wayzata, MN 55391. Also 1977, pap. $1.95. Bantam Books, Inc., 414 E. Golf Road, Des Plaines, IL 60016.

The book discusses reasons for preparing baby food at home rather than buying jars of prepared food. Simple methods of preparing the food are described. Interspersed with the recipes are lots of ideas and information about feeding small children.

Lieberman, E. James, M.D., and Ellen Peck. *Sex and Birth Control: A Guide for the Young.* 1973, 287 pp., $7.95, Thomas Y. Crowell Co., 10 E. 53rd St., NY, NY 10022. Also 1975, pap. $2.45, Schocken Books, Inc., 200 Madison Ave., NY, NY 10016.

A complete guide to all methods of birth control. Also included is a chapter on venereal disease. In addition to basic facts, the authors consider the issues and special problems involved in freer sexual standards, reevaluation of sexual roles, and changing family patterns.

Pierce, Ruth I. *Single and Pregnant.* 1971, 208 pp., $5.95; pap. $1.95. The Beacon Press, 25 Beacon St., Boston, MA 12108.

Although not a new book, this is still an excellent resource for students who are pregnant, who know someone who is, or who worry they might be. Each of the alternatives available to a single, pregnant woman -- adoption, abortion, marriage, single parenthood -- is discussed in detail.

Segner, Leslie, Ph.D., and Charlotte Patterson, R.N. *Ways to Help Babies Grow and Learn: Activities for Infant Education.* 1970, 49 pp., pap. $3.70. JFK Child Development Center, University of Colorado Medical Center, 4200 East Ninth Ave., Denver, CO 80220.

Full of ideas for constructive play with babies, the book is illustrated with photographs of babies in infant center and nursery school settings.

U. S. Department of Health, Education, and Welfare, Office of Child Development, Children's Bureau. *Infant Care.* DHEW Publication No. (OCD) 73-15. 1973, 68 pp., pap. $1.00. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Well written with good illustrations.

_____. *Prenatal Care.* 1973. 71 pp., pap. $1.05. DHEW Publication No. (OCD) 73-17. Address above.

An economical resource which covers pregnancy.

Wirsen, C., and A. Ingeman-Sundberg. *A Child Is Born: The Drama of Life Before Birth.* Photographs by Lennart Nilsson. 1969, 160 pp., pap. $5.95. Dell Publishing/Seymour Lawrence, 1 Dag Hammarskjold Plaza, 245 E. 47th St., NY, NY 10017. (Note: The study guide in *They'll Read If It Matters* was prepared for the 1969 paper edition of *A Child Is Born.* It is still in print [Sept., 1978]. A completely revised edition of *A Child Is Born* was published in 1977 by Delacorte Press/Seymour Lawrence, priced at $11.95.)

An interesting combination of detailed information about embryology interspersed with advice for the mother-to-be, all made more interesting with striking photographs of the embryo/fetus taken from the moment of fertilization until time of delivery.

BOOKS ABOUT PARENTING PRESCHOOLERS

The following list includes more of the best, most usable books available on parenting. They have been carefully selected because they appeal to teenagers as well as adults.

Many other excellent books about parenting preschoolers are not included because of their difficult reading level. Most teenagers and many adult students prefer books which present informative materials in readable, highly interesting fashion, often through the use of anecdotal descriptions of real children and their actions. Many of the following books utilize this format.

Note: Because *They'll Read If It Matters* contains a listing of books about pregnancy and infancy, these topics are not repeated in the following bibliography.

Bell, T. H., and Arden R. Thorum. *Your Child's Intellect: A Guide to Home-Based Preschool Education.* 1972, $8.95. 1973, 192 pp., pap. $6.95. Olympus Publishing Company, 1670 E. Thirteenth St., Salt Lake City, UT 84105.

Dr. Bell, formerly Deputy Commissioner and Acting Commissioner of Education in the U.S. Office of Education, believes that preschool education should take place in the home and should begin at birth. His book describes the learning that can take place at different ages and he suggests specific activities to encourage learning.

Brazelton, T. Berry, M.D. *Toddlers and Parents.* 1976. 250 pp. pap. $5.95. A Delta Special, Dell Publishing Company, Inc., 1 Dag Hammarskjold Plaza, NY, NY 10017.

This is a fascinating book, one that students will surely enjoy reading. Dr. Brazelton discusses various topics such as "Withdrawn Child," "Working Parents," and "Parent Alone" through an anecdotal account of a child and his/her

family together with comments and suggestions for coping. The book covers the turbulent period in the life of a child from the ages of one to 2½ years.

Briggs, Dorothy Corkille. *Your Child's Self-Esteem: The Key to His Life.* 1970, 341 pp., pap. $2.95. Dolphin Books, Doubleday & Company, Inc., 501 Franklin Ave., Garden City, NY 11530.

"Helping children build high self-esteem is the key to successful parenthood," writes the author (p. 6). Through the use of countless anecdotes about children, the author discusses the value of self-esteem in a human being's life and the important part parents play in the formation of self-esteem in their children.

Brooks, Jose Graham, M.D., and members of the staff of the Boston Children's Medical Center. *No More Diapers.* Pictures by John E. Johnson. 1977, pap. $3.95. A Merloyd Lawrence Book, Delacorte Press/Seymour Lawrence. 1 Dag Hammarskjold Plaza, NY, NY 10017.

The ten-page "Introduction for Parents" is not especially easy to read, but it does provide sound information and suggestions about toilet-training a child. The major part of the book consists of two delightful, illustrated stories, one about Johnnie learning to use a potty chair, the other about Susie learning the same thing. They are meant to be read aloud to the child who will soon be tackling the toilet-training challenge.

Chess, Stella, Alexander Thomas, and Herbert G. Birch. *Your Child Is a Person: A Psychological Approach to Parenthood Without Guilt.* 1977, pap. $2.95. Penguin Books, Inc., 625 Madison Avenue, NY, NY 10022.

A new edition of this useful book was recently published. The authors focus on the uniqueness of each child. They explain how parents can help each child develop according to her own abilities and needs. They suggest, for example, that a parent's reaction to a specific act should vary according to the needs of the child -- an unusually passive child needs different kinds of stimulation than does an extremely active child.

Clark, Kenneth B. *Prejudice and Your Child.* 1963, 247 pp., pap. $1.95. The Beacon Press, 25 Beacon Street, Boston, MA 02108.

An old book but one which, unfortunately, still has a purpose. Dr. Clark examines the effects of racial prejudice on children, those of the majority group as well as those in the minority. Outlined is a "program for action" for schools, social agencies, churches, and parents.

Coley, Elsie, Ed. and Illus. *I Can Do It.* 1973, 48 pp., $2.00. Project Enlightenment, Raleigh Public Schools, 501 S. Boylan Ave., Raleigh, NC 27603.

Handlettered and beautifully illustrated with touches of color, *I Can Do It* is mostly descriptions of "things" a child can do such as ". . .tell you parts of a story that you have read to me. . ." (p. 14). Several pages of suggestions for parents are included from Project Enlightenment. This is a mental health/educational program in Wake County, NC, which is available only for 3-6 year old children with emotional problems and their parents and teachers. Reading the booklet will give students further insight into the world of preschoolers and of their need to "do it myself."

Comer, James P., M.D., and Alvin F. Poussaint, M.D. *Black Child Care.* 1976, 470 pp., pap. $1.95. Pocket Books, 1230 Ave. of the Americas, NY, NY 10020.

Topics of three chapters are especially interesting for parenting classes: "America and the Black Child," "The Infant," and "The Preschool Child: Ages Two to Four." Other chapters deal with school age children and adolescents. The book is not easy to read but is worth using because of its slant towards special needs of black children living in a predominantly white culture.

Cooper, Grace C., Consortium on Early Childbearing and Childrearing. *Guide to Teaching Early Child Development: A Comprehensive Curriculum.* 1975, 330 pp., pap. $15.00. Child Welfare League of America, 67 Irving Place, NY, NY 10003.

The three sections of this book, each about 100 pages long, are packed with usable materials for a parenting class. The child development section presents factual information. The teacher resource material division offers specific teaching methods, sample lesson plans, student tests and worksheets, and suggested role play situations. Adolescence and adolescent pregnancy are discussed in the last section. Cultural differences in the U.S. are described with an emphasis on dialects of American English.

Croft, Doreen J. *Be Honest With Yourself: A Self-Evaluation Handbook for Early Childhood Education Teachers.* 1976, 125 pp. pap. $6.50. Wadsworth Publishing Company, Inc., 10 Davis Drive, Belmont, CA 94002.

Written to help student teachers, this book offers excellent discussion ideas for parenting classes. Much of it consists of pages which begin with an anecdote describing a problem which could occur among children in a preschool. Following is a list of possible reactions to the incident. The student is asked to choose the reactions s/he would be

most likely to experience in such a situation, and to comment on his/her feelings. The book also includes a number of evaluation sheets designed for use with a student.

Dreikurs, Rudolf, with Vicki Soltz. *Children: The Challenge.* 1964, 335 pp., $8.95. 1976, pap. $3.95. Hawthorn Books, Inc., 260 Madison Avenue, NY, NY 10016.

Through the use of constant anecdotal examples followed by problem solving methods and suggestions, Dreikurs and Soltz have co-authored a book well worth its 15 years of popularity. It is fairly easy to read and a good leader's manual is available (*Study Group Leader's Manual* by Vicki Soltz, Alfred Adler Institute of Chicago). In addition to this manual, see *A Parent's Guide to Children: The Challenge* by Zuckerman et al, described later in this bibliography.

Faber, Adele, and Elaine Mazlish. *Liberated Parents, Liberated Children.* 1974, 237 pp., pap. $2.95. Avon Books, 959 Eighth Avenue, NY, NY 10019.

Two mothers describe their experiences with their children as they follow the advice of Dr. Haim G. Ginott. The book is very readable and would be an excellent follow-up to Ginott's *Between Parent and Child.*

Fraiberg, Selma. *Every Child's Birthright: In Defense of Mothering.* 1977, 162 pp., $8.95. Basic Books, Inc., Pub., 10 E. 53rd St., NY, NY 10022.

Students who read Chapter 1, "Folk Wisdom and the Rearing of Babies," may gain increased understanding of the ways children are reared in various cultures. The author compares "our" way with that of three imaginary "primitive" cultures. Throughout the book Ms. Fraiberg discusses how a baby first learns to love through her first human partners, her parents. This gift of love is "every child's birthright."

_____. *The Magic Years: Understanding and Handling the Problems of Early Childhood.* 1968, 305 pp., pap. $2.95. Charles Scribner's Sons, 597 Fifth Ave., NY, NY 10017.

A classic, *The Magic Years* describes the personality development of the child during the first 18 months, the 1½-3 year period, and ages 3-6 as stages in development from the "magic" of the non-reasoning infant to the thinking, verbalizing six-year-old. Each section is followed by material dealing with practical problems of childrearing.

Ginott, Haim G. *Between Parent and Child.* 1973, 252 pp., pap. $1.75. Avon Books, 959 Eighth Avenue, NY, NY 10019. Also 1965, $6.95, Macmillan.

Dr. Ginott helps parents learn "childrenese," a method of "getting through" to children. I highly recommend this very readable book for use in the classroom. A study guide for it is not included in *Parenting Preschoolers* only because the book does not meet the criteria of being recently published.

Gordon, Sol, and Mina McD. Wollin. *Parenting: A Guide for Young People*. 1975. 184 pp., pap., $3.60. Teacher's Guide, $3.44. Oxford Book Company, Inc., 11 Park Place, NY, NY 10007.

Almost half of the book is devoted to discussion of pregnancy and birth, an important stage in parenting. The child's physical, mental and emotional development during her first and second years are described. Other topics include "Children and Sex," "The Family's Mental Health," and "Creative Parenthood."

Gordon, Dr. Thomas. *Parent Effectiveness Training*. 1970, $10.95, McKay. 1975, 336 pp., pap. $4.95. New American Library, 1301 Avenue of the Americas, NY, NY 10019.

A popular book, this has been used as the basis for many courses for people who want to parent more effectively. Dr. Gordon's "I-Messages" and "No-Lose" method for resolving conflict are classics in the childrearing literature. Students can learn basic P.E.T. theory through independent study of the book although group discussions in addition to reading the material would be better.

Green, Martin I., Producer. *A Sigh of Relief: The First-Aid Handbook for Childhood Emergencies*. 1977, 200 pp., pap. $6.95. Bantam Books, Inc., 414 E. Golf Road, Des Plaines, IL 60016.

Safety precautions including car and bicycle safety are described with profuse illustrations in the first section. Quite different from most books on safety, Part Two presents emergency and first aid information in large, very easy to read print with many illustrations. Students could be assigned different "emergencies" and asked to look up the coping information as quickly as possible. I highly recommend this book for home libraries.

Greenleaf, Phyllis Taube. *Liberating Young Children from Sex Roles: Experiences in Day Care Centers, Play Groups and Free Schools*. 1972, 22 pp., $0.50. New England Free Press, 60 Union Square, Somerville, MA 02143.

The booklet first describes how adults consciously and unconsciously teach sex role stereotypes. Then examples are given of strategies used by teachers and parents in preschools to change children's attitudes toward sex role stereotypes. It is worth reading.

Hope, Karol, and Nancy Young, Ed. *Momma, The Sourcebook for Single Mothers.* 1976, 388 pp., pap. $3.95. New American Library, 1301 Avenue of the Americas, NY, NY 10019.

MOMMA, a non-profit organization, was started in Los Angeles in 1972 to help single mothers. Today there are more than 50 chapters of MOMMA with thousands of members. *Momma* is a sourcebook which grew out of the MOMMA organization. Many single mothers share their thoughts and feelings about and practical suggestions for surviving as a single parent -- not only surviving, but, often, creatively enjoying their lives with their children. The book contains many probing interviews with and statements from single mothers all over the country telling about real feelings, problems and joys.

Kalt, Bryson, and Ralph Bass. *The Mother's Guide to Child Safety.* 1971. 117 pp., pap. $1.25. Grosset and Dunlap, 51 Madison Ave., NY, NY 10010.

Providing safe surroundings for young children is of primary importance in parenting. Parents must also know what to do in an emergency. This book covers both topics in clear, readable fashion.

Larrick, Nancy. *A Parent's Guide to Children's Reading.* 1975 (fourth edition), 374 pp., $8.95, Doubleday; pap. $1.95. Bantam Books, Inc., 414 E. Golf Road, Des Plaines, IL 60016.

About one-third of the book is composed of excellent annotated bibliography of children's books, magazines, and AV materials. Especially valuable to students learning about preschoolers is the first chapter including a helpful section on children and television. I use this in my Children's Literature course together with a lot of children's books.

Levine, James A. *Who Will Raise the Children? New Options for Fathers (and Mothers).* 1976, $8.95, J. B. Lippincott Co., 521 Fifth Ave., NY, NY 10017. 1977, 187 pp., pap. Bantam Books, Inc., 414 E. Golf Road, Des Plaines, IL 60016.

Many women are struggling for equal opportunities in the work world, equal opportunities that often depend in part on freedom from childrearing responsibilities. At the same time, some men are facing reverse discrimination for taking the primary caregiving responsibilities for children. Levine's book is an account of some of the men who are pioneering in being primary caregivers for their own children and of the prejudices they have faced as they take this role.

McFadden, Michael. *Bachelor Fatherhood: How to Raise and Enjoy Your Children as a Single Parent.* 1974, $7.95, Walker and

Company; 1975, 158 pp., pap. $1.50. Acebooks, A Divsion of Charter Communications, Inc., c/o Grossett and Dunlap, 51 Madison Avenue, NY, NY 10010.

Some of your students may be interested in this lightly written account of a divorced father who has custody of his three children. In addition to writing about his own experiences, the author interviewed fifty other single fathers who were caring for their children. He also talked to single mothers, people in the helping professions, and to lots of children. The book is based on the experiences of these people as well as on his own.

Norton, G. Ron. *Parenting.* 1977, 198 pp., pap. $2.95. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

Based on research in behavioral psychology, the book explains effective use of reward and punishment and offers a wide range of options for coping with various problems such as toilet training and fear of the dark. The importance of communicating with one's child is stressed. It is not especially easy to read.

Pellett, Elizabeth A., Deborah K. Osen, Ph.D., Marguerite P. May. *A Man Is. . .* and *A Woman Is. . .* (Two books). 1974, 35 pp. ea., pap., $3.50 ea. Aardvark Media, Inc., 1200 Mount Diablo Boulevard, Walnut Creek, CA 94596.

Perhaps the most beautiful books in this entire bibliography, these have idential copy excepting one is written, "A man is a father (doctor, farmer, dancer, etc.) who takes you by the hand and walks with you and talks with you as only a father (doctor, farmer. . .) can" and the other, "A woman is a mother (doctor, farmer, dancer. . .) who takes you by the hand. . ." Each two page spread includes a beautiful full page photograph showing a child interacting with a doctor, farmer, dancer, etc. Photographs are from Visual Communications, Asian American Studies Central, Inc.

Salk, Dr. Lee. *What Every Child Would Like His Parents to Know: To Help Him with the Emotional Problems of Everyday Life.* 1972, $7.95, McKay. 1973, 222 pp., pap. $1.95. Warner Books, Inc., 75 Rockefeller Plaza, NY, NY 10019.

After treating emotionally ill adults, Dr. Salk realized how difficult it is to help adults overcome emotional problems. He discovered children respond better to treatment. From this data, he concluded that preventing emotional problems in early childhood would work better than trying to cure these problems later. He is convinced that parents can prevent most future problems for their children by following psychiatric principles in childrearing.

Segal, Marilyn, and Don Adcock. *From One to Two Years.* Photography by Bill Sarchet. 1976, 96 pp., pap. $6.95. The Nova University Play and Learn Program, B. L. Winch and Associates, 45 Hitching Post Drive, Bldg. 2, Rolling Hills Estates, CA 90274.

The book is packed with beautiful photographs of toddlers from many different families and ethnic groups. It is divided into four sections, each concerned with a three-month period during the child's second year. Each section covers the following topics through written material and multiple photographs: "Overview," "Learning About Self and Others," "Discoveries and Achievements," "Problem Solving," and "Imagination." Many suggestions are included for parental involvement with the child. Also good is the companion volume, *From Birth to One Year* by Segal, $5.95. A third volume, *From Two to Three Years,* is in production.

Southwest Educational Development Corporation. *The Positive Parent Booklets.* 1976, 8-16 pp. ea., pap. $0.25 ea. in quantities of 10-50 of one title. SEDL-PMIC, 211 E. 7th St., Austin, TX 78701.

Each of these ten booklets deals with a specific parenting topic, and they are designed for a multicultural audience. Each contains some parenting suggestions and tips which are short and realistic. Booklets are written on a sixth to seventh grade reading level and include a variety of photographs to complement the content. Titles include "Practice What You Teach," "Expect the Best From Your Child," "Talking with Children," "Read to Your Child," "Help Your Children Cope with Frustration," "Pay Attention to Your Children," "Children Learn by Watching and Helping," "Praise Your Children," "Be Consistent," and "Los Ninos Aprenden Mirando y Ayudando."

Steinberg, David. *Fatherjournal: Five Years of Awakening to Fatherhood.* 1977, 90 pp., pap. $2.75. Times Change Press, P.O. Box 187, Abion, CA 95410. Distribution: Monthly Review Press, 62 West 14th Street, NY, NY 10011.

This little book is a beautiful account of a father's experience in parenting his son from infancy. Steinberg is not a single father -- rather, he is a father who shared fully with his wife the parenting of Dylan. Encourage your students to read this one -- especially the boys. It could make a difference in their lives as they realize what a father experiences as he participates in childcare.

U.S. Department of Health, Education and Welfare. "One-Parent Families." 1974, 12 pp., pap. $0.35. DHEW Publication No. (OHD) 74-44. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

A very readable little booklet, "One-Parent Families" contains four brief case studies of one-parent families told in the words of the parent or, in one case, of a daughter. Each -- a widow, a divorced woman, the daughter, and a father -- describes a period of difficult adjustment followed by successful coping strategies. Emphasis is on the need for help from others -- relatives, friends, and community agencies -- and how to get that help. The booklet ends with suggestions for "Things to Do That May Be Helpful." This could be a good reading and discussion assignment in a unit on one-parent families.

Waxman, Stephanie. *What Is a Girl? What Is a Boy?* 1976, 42 pp. $6.95; pap. $3.95. Peace Press, Inc., 3828 Willat Avenue, Culver City, CA 90230.

Mostly through photographs and short comments, the book discusses things such as length of hair, name, strength, and willingness to cry -- things which don't make boys and girls different. At the same time, the author discusses physical differences between males and females as children and as adults. The two-page "Afterword" explains that she, as a preschool teacher, first tried to cut out all sexist activities, equipment, and behavior among the children at the day care center. When this in itself didn't work, she realized many of the children didn't know the real difference between boys and girls, and were concerned about it. She ends with several good suggestions and activities for children to do in connection with the book.

White, Burton L. *The First Three Years of Life.* 1975, 285 pp., $10.00. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

Sometimes referred to as the scientist who knows more than anyone else about what happens to people during their first three years of life, Dr. White writes, "To some extent I do believe it is all over by three." This book is a detailed guide to the emotional and intellectual development of children during the first three years. He includes many suggestions for parents concerning childrearing practices and appropriate toys and equipment for children under age three. He emphasizes the tremendous importance of providing a first rate educational foundation for infants and toddlers.

White, E. E. *The Art of Nurturing.* 1977, 87 pp., pap. $3.95. Peek Publications, Box 11065, Palo Alto, CA 94306.

The book was written as a training experience for the reader -- to be used independently, with a friend, or with a group. Emphasis is on development of positive self-esteem, and each chapter includes exercises to help make the reading/learning experience more meaningful.

Zuckerman, Lawrence, Valerie Zuckerman, Rebecca Costa, and Michael T. Yura. *A Parents' Guide to Children: The Challenge.* 1978, 81 pp., pap. $2.75. Hawthorn Books, Inc., 260 Madison Avenue, NY, NY 10016.

Children: The Challenge by Rudolf Dreikurs and Vicki Soltz already has a Study Group Leader's Manual, but this little book is an excellent addition for you if you plan to use Dreikurs' classic in your parenting class. It is written specifically for use in a ten-session parent study group and provides good curriculum for a high school class. At each session several chapters from *Children: The Challenge* are assigned together with suggestions for applying the material to one's own family. The book also includes "Self-Examination" questions covering each session's assignment.

Parenting Preschoolers
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187